SESSION 13
Self-Initiative Projects (2)

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	To complete second step of planning for the Self Initiative Plans (SIPs) in order to allocate tasks and motivate the youth community.
Objectives	By the end of the session participants will have : • allocated an LYC member to each project task • role-played possible reactions from the community members and ways of dealing with them
Time available	2 hours 15 mins
Materials	Participants completed handouts 12.3, handout 13.1 (example of allocation of tasks), 13.2 (blank format for allocation of tasks), 13.3 (Project Summary); 13.4 (Difficult questions..)
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Introduction to workshop	T-WC	➢ The trainer states the title and aims of the workshop (these can be written on the whiteboard beforehand or on a flipchart) and says: "Now that you have completed the first part of your plan for the Self- Initiative Project; the community resource assessment, you are ready to start the allocation of responsibilities.	Participants will have been introduced to the title and aims of the workshop	Whiteboard.	5
2.	Reading, discussion, eliciting	P P-WC Grps	➢ The trainer asks participants to look at their completed handout 12.3. from the previous session. ➢ Trainer says: "As far as manpower and other resources for the SIPs, the LYCs need to allocate who will be responsible for attending to the various tasks. For example: Who will be responsible for talking to the youth? Who will find a venue if necessary? Who will organize other things?" Trainer elicits a response. ➢ The trainer now distributes handout 13.1 (example of allocation of tasks) as an example and asks participants to read it. ➢ The trainer asks: Do you think the tasks are fairly allocated? Is there enough planning? ➢ The trainer now puts participants into groups of 4/5 and allocates one SIP per group. ➢ Trainer sets the following task on a flipchart or the whiteboard.	Participants will have discussed the example handout and then used this as a format to allocate resources for their own SIPs.	Handouts 12.3 from the previous Session, 13.1 (example of allocation of tasks) 13.2 (blank format for allocation of tasks)	45

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
			Task: In your groups use the blank handout 13. 2 to allocate duties for your Self-Initiative Projects. Then be prepared to present your ideas to the whole class			
3.	Writing	T-WC Grps	➢ The trainer says: "Now that you have planned your project and allocated tasks, it is time to write a summary of your project to keep as a record for you and for monitoring purposes" ➢ Trainer distributes handout 13.3, summary of project), and explains any headings where necessary ➢ Trainer now ensures one summary is recorded for each SIP.	Participants will have recorded a summary of each Self-Initiative Project.	Handout 13.3, (summary of project)	15
4.	Matching exercise/ discussion	T-WC P-P	➢ Trainer says 'Now that you have spent time thinking about the logistics of the Self-Initiative Projects, it is time to think about how to motivate and mobilise other youth from the community to help you." ➢ Trainer puts participants in pairs, distributes Handout 13.4 and asks them to discuss the questions and match the possible responses to each question. ➢ Trainer does feedback with WC. Answers: 1.f 2.e 3.c 4.d 5.a 6.b	Participants will have been introduced to some possible negative reactions from the community and ways of dealing with them.	Handout 13.4, (Difficult questions..)	20

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
5.	Role Play	T-WC Grps	➢ Trainer says: 'Now think of other possible questions the youth in your community may raise and possible ways to answer their concerns. You will do this in the form of a role- play" ➢ Trainer divides participants into two groups Trainer asks Group One to brainstorm difficult questions that members of the youth community might ask. ➢ Trainer asks Group Two to brainstorm questions that the youth community might ask and ways of answering these questions (do not let the two groups compare notes yet). ➢ Trainer gives them a few minutes to prepare (approx 20) ➢ Trainer asks each group to role play the question & answer situation between LYCs and the community. ➢ What did they learn? Did they feel more confident about motivating other youth?	Participants will have considered various community reactions and solutions in the form of a role-play	None	45
6.	Summary	T-WC WC-T	➢ Trainer asks participants to summarise key points of the session, answers any questions and closes the session.	Participants will have summarised the session's most important points.	None	5

13.1 Example of allocation of tasks for Council Members for Self Initiative Projects

Project title	Tasks	Person allocated	Start date
Basic Literacy Course	Teach basic literacy once a week for one hour	Gulalai (and to cover for Fatima when necessary)	20th May
	Teach basic literacy once a week for one hour	Fatima (and to cover for Gulalai when necessary)	20th May
	Find a venue for the lesson; either a community room or from a member of the community willing to allow use of his room twice a week To liaise with this person and check that the room is ok each week	Qudisa	15th May
	Find the illiterate youth in the community, explain the project and that they need to bring a notebook and paper, and invite them along to the literacy lessons To liaise with the illiterate members and the teacher and to inform them of any changes if necessary	Sharifa	15th May
Stop plastic bags!	To collect information and about the danger of plastic bags to small children, animals, the danger to the drainage system and how unsightly they look.	Aysha	30th May
	To collect pictures (or draw them) that illustrate the problems of plastic bags	Maryam	30th May
	To visit 5 or 10 other community members each and speak to them about how the safety and visual aspect of the community can be improved if people avoid using plastic bags (e.g. taking a bag with them when they go shopping, asking shopkeepers not to offer them and recycling bags when possible)	All Council members except Aysha and Maryam	30th May

Project title	Tasks	Person allocated	Start date
Youth Group	Talk to youth in community about possible youth group and motivate them to join.	All community members	June 10th
	Find a location to hold meetings; in summer outside is ok, but in winter a room or hall is necessary	Zolaykha	June 10th
	Conduct a survey to find out what activities the youth would be interested in; sports, entertainment (e.g. singing, dancing) a chance to meet and discuss problems etc. Explain that you will also give them information about YEP activities regularly.	All community members	June 17th

13.2 Blank task allocation form for Self-Initiative Projects

Project title	Tasks	Person allocated	Start date

13.3 Project Summary Sheet

Self- Initiative Project Title:

____

Goal of Self Initiative Project:

Brief description of main activities:

Project implementation start and finish date

Number and Type of Beneficiaries:

Expected Outcomes:

Project Milestones:
____
____
____

Possible Challenges

13.4 Some difficult questions ....and ways to motivate the youth

Can you match them?

a. The benefit comes from a healthier and more attractive environment – for everyone

4. What will I learn from this experience?

b. We are not in any way a political group. Our aim is to represent youth and help rebuild the country.

3. If I study, do I have to pay the teacher?

2. Can I bring my husband, brother or relative to accompany me?

1. Will I get paid for helping you?

d. You will learn how to work together with the community for shared benefits.

c. You do not have to pay the teacher for literacy lessons but you need to bring your own notebook and pens.

5. There is no benefit for me if I help you plant trees or clear rubbish.

e. Yes, you can bring someone to accompany you, for maharram purposes

6. My father says that you are trying to make us join a political group. Is this true?

f. You won't get any money, but you will have the chance to experience new things and make new friends

SESSION 14
Review and Logistics of Module Two

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	By the end of the session participants will have been familiarised with the logistical preparations for Module Two in order to conduct the preparation and delivery with professionalism and confidence
Objectives	Participants will have • Clarified dates and activities • Been familiarised with the evaluation collection and collation procedure • Workshop pre- preparation plan & evaluation • Discussed the Learning Encounter procedure • Checked and agreed on the training budget • Clarified the documents that need to be submitted with each module
Time available	2 hours
Materials	14.1 (Training plan), 14.2 (Evaluation collection sample), 14.3 (Blank evaluation collection form), 14.4 (learning encounter form), 14.5 (training budget), 14.6 (self-prep form), 14.7 (self-eval form), 14.8 (checklist)
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
		Grps-WC	➢ The trainer asks each group to discuss what they can remember about each topic while one member of the group makes brief notes. ➢ After 15 minutes, the trainer asks a volunteer from each group to stand up and briefly explain **one** topic ➢ As feedback, the trainer goes over any areas of difficulty again to clarify.			
6.	Open forum	P-WC	➢ Participants have a chance to tell the rest of the group any experiences they particularly enjoyed e.g. the Module One training, PLAP, the Council official positions elections etc ➢ Trainer guides participants so that an interesting mixture of experiences are described	Participants have the opportunity to give a personal description of what they enjoyed/learned after Module One	None	30
7.	Present-ation	T-WC	➢ The trainer distributes handout 1.3 (timetable) ➢ The trainer briefly summarises the goal of Module Two ➢ The trainer explains certain house keeping rules and answers any questions	Participants will have been introduced to the timetable and clarified any questions	1.3-(timetable)	15
8.	Summary	T-WC WC-T	➢ The trainer asks one of the participants to summarise the content of the workshop, answers any questions and closes the session.	Participants will have summarised the workshops most important details	None	5

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Introduction to workshop	T-WC	➢ The trainer states the title and aims of the session (these can be written on the whiteboard beforehand or on a flipchart).	Participants will have been introduced to the title and aims of the workshop	Whiteboard.	5
2.	Reading race	T-WC P-WC	➢ The trainer distributes handout 14.1; (year training plan). ➢ The trainer asks participants to read through the handout briefly and checks their understanding with these questions in the form of a quiz. What activity should be happening in the third week of June? (ToT to PCs Mod 3) 1. When should the ToT to Local Co-ordinators for Module Five take place? (2nd week October) 2. What month should the local trainings for Module 6 take place? (December) 3. How many weeks are there between ToT Module Two for PCs and ToT Module Three for PCs? (5) ➢ Trainer clarifies any queries.	Participants will have been introduced to the civic education training timetable.	Handout 14.1; (year training plan).	15
3.	Elicitation, discussion	T-WC WC-T	➢ Trainer elicits from participants the need for monitoring and evaluation and what guidelines we need to follow. ➢ Trainer distributes handout 14.2 (sample evaluation collection form). ➢ Trainer demonstrates using the sample, how comments should be counted and written under each question.	Participants will have been introduced to the reasons and method of collecting training evaluation data.	14.2 (Evaluation collection sample), 14.3 (Blank evaluation collection form)	20

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
			➢ Trainer explains that these forms need to be completed for ToT and Local Trainings. ➢ Each province must send a completed form to Kabul at the end of the local trainings.			
4.	Reading, discussion	T-WC P-P	➢ Trainer elicits from participants what is involved in the learning encounters (each Local Council member should pass on what they have learned from each module of the civic education course) ➢ Trainer distributes handout 14.4 (learning encounter form) and asks participants to read it through. Trainer asks participants to consider if this will help to clarify the learning encounter procedure for the Local Council Members.	Participants will have discussed and clarified the purpose and procedure for the learning encounters	14.4 (learning encounter form)	15
5.	Reading, questions and answers	T-WC Grps	➢ Trainer distributes the proposed budget for Module Two ➢ Participants should read through and comment on any areas they feel need to be addressed. ➢ Trainer keeps a note of the participants comments in order to revise the budget if necessary.	Participants will have provided their input on the proposed training budget for Module Two	14.5 (training budget)	20

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
6.	Reading, Discussion, questions and answers		➢ Trainers elicits the benefits of being well prepared (i.e. professionalism, high quality training, credibility) ➢ Trainer distributes handout 14.6 (self-preparation form) and answers any questions. Ensures that trainers complete one of these before each session! ➢ Trainer distributes handout 14.7 (self-evaluation form) and asks if participants have been using this already. ➢ Trainer elicits the benefits of reflection on your own training. (you are responsible for high quality training for all participants and your own professional development) ➢ Trainer answers any questions about the forms	Participants will have been familiarised with the session preparation form and the self evaluation form	Handout 14.6, (self-preparation form), 14.7 (self-evaluation form)	20
7.	Reading, questions, answers	T-WC	➢ Trainer provides a checklist 14.8 of all documents they need to have for Module Two, and every further module. ➢ Trainer asks participants to read and offer their suggestions.	Participants will have been introduced to a checklist for training documents	Handout 14.8, (checklist)	15
8.	Summary	T-WC WC-T	➢ Trainer asks participants to summarise key points of the session, answers any questions and closes the session.	Participants will have summarised the session's most important points.	None	5

14.1 Youth Empowerment Programme Civic Education Course Plan- Provinces

Activities for Civic Education Course- provinces				
Weeks	1	2	3	4
March			Mod 1 ToT to PCs, Kabul	break
April	Mod 1 ToT to LYCos, provs.	local trainings, provinces	local trainings, provinces	local trainings, provinces
May	Mod 2 ToT to PCs, Kabul	Mod 2 ToT to LYCos, provs.	local trainings, provinces	local trainings, provinces
June	local trainings, provinces	local trainings, provinces	Mod 3 ToT to PCs, Kabul	Mod 3 ToT to LYCos, provs.
July	local trainings, provinces	local trainings, provinces	local trainings, provinces	Module 4
August	Module 4	Module 4	Module 4	Module 4
September	Module 4	break	break	break
October	Mod 5 ToT to PCs, Kabul	Mod 5 ToT to LYCos, provs.	local trainings, provinces	local trainings, provinces
November	local trainings, provinces	local trainings, provinces	Mod 6 ToT to PCs, Kabul	Mod 6 ToT to LYCos, provs.
December	local trainings, provinces	local trainings, provinces	local trainings, provinces	local trainings, provinces
January	break	break	Mod 7 ToT to PCs, Kabul	Mod 7 ToT to LYCos, provs.
February	local trainings, provinces	local trainings, provinces	local trainings, provinces	collection of evaluation data
March	collection of evaluation data			

14.2 Training Evaluation Collection Document

SAMPLE

Module TWO Province name KABUL

Male/female (circled: female) Co-ordinators/Council members (circled: Co-ordinators)

Total number: 20

Please write the total number of responses under the appropriate picture



1.How do you feel about the training in general?		2	18
2.How do you find other participants relationship with you?	1		19
3.How do you feel about yourself?	2	2	16

(Please write the most commonly written comment under each question):

4.What I learned most in the course is:

PROBLEM SOLUVING STRATEGIES

5.What I disliked about the course is:

SOME OF THE CONCEPTS ARE DIFFICULT TO UNDERSTAND

6.What I still need to learn more of is:

HOW TO WRITE THE PROJECT DOCUMENTS

7.What might make the training more effective is:

MORE TIME FOR PRACTICE

8.What I will have difficulty applying is:

HOW TO MOBILISE OTHER YOUTH

9.If I were asked by a close friend how I saw this course, I would say:
(write majority comment or interesting comments here)

I LEARNED A LOT AND WILL APPLY IT TO MY COMMUNITY

UN HABITAT *Youth Empowerment Programme*
Module Two *Youth Development Plan* Session Fourteen Training Guide 7

14.3 Training Evaluation Collection Document

Module____________________ Province name________________________

Male/female Co-ordinators/Council members

Total number:

Please write the total number of responses under the appropriate picture



1.How do you feel about the training in general?			
2.How do you find other participants relationship with you?			
3.How do you feel about yourself?			

(Please write the most commonly written comment under each question):

4.What I learned most in the course is:

____

5.What I disliked about the course is:

____

6.What I still need to learn more of is:

____

7.What might make the training more effective is:

____

8.What I will have difficulty applying is:

____

9.If I were asked by a close friend how I saw this course, I would say:
(write majority comment or interesting comments here)

14.4 Learning Encounter Procedure





After each Module, you should pass on what you have learned to 5 or 10 other people

These are the basic topics you need to explain:

- An overview of the Youth Development Plan – what it is, what you are trying to achieve
- The steps you went through in order to plan it
- What you are planning to do with your local youth council in terms of **consultation**
- How you are going to ensure **participation** of the youth community
- How you are going to address **Social Inclusion & Gender**
- How you are going to maintain accuracy, accountability and transparency with your documentation (and what skills you are learning from that)
- **Youth Self Initiative Projects** –how you planned them, what you are going to do and how they will benefit YOU and the community!
- Any thing else you found interesting or useful!!

14.6 Trainer Pre- workshop preparation plan

Before every session, please complete this checklist to make sure you are ready.

Name of trainer: ________________ **Session:** ____________________

TASK	Completed	Not completed
1. I have read, understood and planned for the content of the session.		
2. I have thought about any possible problems with the session and planned a solution.		
3. I have prepared all handouts for all parts of the session the day before the workshop.		
4. I have checked the room at least 30 minutes before the workshop, that it is clean, tidy, and arranged how I want it.		
5. I have checked that there is paper, flipchart paper, pens, board cleaner and everything else I need.		
6. I have arranged break and lunch times with the logistics and have planned my session timing accordingly.		
7. I have a list of participants' names and an attendance sheet.		
8. Anything else?		

14.7 YEP Trainer Self-Assessment Tool

1- poor 2 – average 3- good 4- very good 5-excellent

	Management					
1	Organization of training environment (chairs, cleanliness, etc.)	1	2	3	4	5
2	Organization of equipment and training materials	1	2	3	4	5
3	Motivation and attention level of group	1	2	3	4	5
4	Good time management (not too long, not too short)	1	2	3	4	5
5	Enough time for prayers and recess	1	2	3	4	5
6	Punctuality (training started and closed on time)	1	2	3	4	5
	Personal Conduct					
1	Positive presence and appearance	1	2	3	4	5
2	Appropriate and clear language	1	2	3	4	5
3	Seems to enjoy training	1	2	3	4	5
4	Responsiveness and friendliness	1	2	3	4	5
5	Use of praise and encouragement	1	2	3	4	5
6	Good active listener	1	2	3	4	5
7	Encouragement of less active participants to participate	1	2	3	4	5
8	Eye contact	1	2	3	4	5
9	Considerate of knowledge and expertise of the trainees	1	2	3	4	5
	Subject Expertise					
1	Deep knowledge of the subject	1	2	3	4	5
2	Practical subject competence	1	2	3	4	5
3	Ability to improvise and change plan when it is not working	1	2	3	4	5
4	Ability to make subject relevant to the experience of trainee	1	2	3	4	5
	Used Training Methods					
1	Introduction of Subject	1	2	3	4	5
2	Use of variety of training materials	1	2	3	4	5
3	Use of practical examples where possible	1	2	3	4	5
4	Visual aids (clear and attractive)	1	2	3	4	5
5	Visual aids (effective use)	1	2	3	4	5
6	Lectures are kept brief and participatory	1	2	3	4	5
7	Frequent group work	1	2	3	4	5
8	Use of questions	1	2	3	4	5
9	Checked for understanding	1	2	3	4	5
10	Encouraged discussions about applicability of training content	1	2	3	4	5
11	Encouraged discussions about empowerment objectives	1	2	3	4	5
12	Reinforcement of key points	1	2	3	4	5
13	Summary of key points at the end	1	2	3	4	5
14	Linked topics into previous and next session	1	2	3	4	5

14.8 Trainer's checklist

Before you begin the training, check this preparation form has been completed. Add more items if some are missing!

No	Item	Yes/No
1	I have training manuals for myself, MCY staff and the 20 Co-ordinators	
2	I have handouts for all the Local Youth Council Members (either the handouts or the booklet if it is ready)	
3	I have received the training budget	
4	I have the evaluation forms photocopied for all Local Youth Co-ordinators and Local Council members	
5	I have photocopied enough session preparation forms for all my sessions	
6	I have photocopied enough self evaluation forms for each session	
7		
8		

1.1 Find someone who......

1. got up before six o' clock this morning ________________
2. has been elected as an official to the LYC ________________
3. has volunteered to do something recently ________________
4. took part in the PLAP survey ________________
5. likes Farhad Darya ________________
6. knows which Ministry is responsible for the Youth ________________
7. is a student ________________
8. is good at drawing ________________
9. enjoyed the Module One training ________________
10. knows what the role of the Provincial Councils is ________________
11. knows what the Youth Development Plan is ________________
12. can explain the meaning of governance ________________
13. can touch their toes ________________
14. has a job ________________
15. is keen to start a self initiative project ________________

SESSION 15
Review, Action plan and Evaluation

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	By the end of the session participants will have reviewed the main points of Module Two, and written an action plan so they are well prepared for Module Two follow-up activities, as well as completing a written evaluation of Module Two.
Objectives	Participants will have • reviewed Module Two in the form of a game • written an action plan for Module Two activities • evaluated Module Two
Time available	2 hours
Materials	Handout 15.1 (Review questions), Handout 15.2 (Things to remember when action planning), 15.3 (Blank action plan) 15.4,15.5 (Evaluation forms).
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Introduction to workshop	T-WC	➢ The trainer states the title and aims of the session (these can be written on the whiteboard beforehand or on a flipchart).	Participants will have been introduced to the title and aims of the workshop	Whiteboard.	5
2.	Game- 'listen and grab'	T-WC P-WC	➢ The trainer sticks the cut-up answers from 15.1 on the wall, some of which are true, some of which are false (or 'red herrings') ➢ Trainer explains that participants should walk around the room reading the statements. When the trainer reads out the questions, they should run and grab the correct answer from the wall. Correct answer = one point, wrong answer= minus five points!	Participants will have checked their understanding of major points from Module Two in the form of a game	Handout 15.1 (review questions and answers)	15
3.	Brainstorming	T-WC WC-T	➢ Trainer says: 'Now you have recalled the main points of the sessions we have covered, now think of the things you need to plan for when you deliver the follow-on activities' ➢ Trainer asks participants to brainstorm 'things to remember for action planning' for ten minutes. ➢ Trainer then distributes handout 15.2 – (things to remember for the action plan), and asks participants to compare it with their list. Did they have anything extra? Was there anything they hadn't thought of? ➢ Trainer does feedback as a class, explains any items where necessary.	Participants will have considered the things they need to plan for.	Handout 15.2 (things to remember for the action plan)	20

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
4.	Discussion	P-P	➢ Trainer now puts participants into pairs (per province). ➢ Trainer now distributes Handout 15. 3 (action plan blank format) ➢ Participants now work in pairs to complete their action plan. A photocopy should be made for the YEP Programme Team and they keep one copy for themselves. ➢ Trainer monitors and prompts with anything they have forgotten	Participants will have written an action plan for Module Two activities.	Handout 15.3 (Blank action plan for Module Two)	60
5.	Reading, discussion	T-WC	➢ Trainer now distributes evaluation forms 15.4, 15.5 and explains that it is very important for valid data that all forms are filled in correctly. ➢ Trainer reminds participants that these forms are anonymous so participants must be honest.	Participants will have provided honest feedback on the workshop	Handout 15.4, 15.5 (evaluation forms)	30
6.	Questions and answers	T-WC	➢ Trainer opens the floor for any questions or suggestions regarding the course and how it was run. ➢ In particular the trainer might like to ask: 1. Did you enjoy this module? 2. Was the training organised better than Module One? 3. What did you think of the materials? 4. Are you clear about all activities for Module Two? ➢ Trainer clarifies any logistical or other issues. ➢ Trainer thanks participants and closes workshop	Participants will have had the opportunity to provide verbal feedback on the workshop and clarify any problems	None	10 (flexible according to time available)

15.1 Review questions

1. What is the aim of the Youth Development Plan (for the Youth)?
2. What is a dream map?
3. What are the five levels of **participation**?
4. What is the difference between sex and gender?
5. What are the two stages of planning that the Local Youth Council members need to do for the Self Initiative plans?
6. What do the youth need to achieve in the Learning Encounters?
7. What documents do the youth need to maintain as a result of the meetings?
8. Complete the second half of this sentence, which is one of the guidelines for consultation; 'It is a sign of maturity, not weakness, if.......'
9. What form do trainers need to complete to make sure they are ready for each session?
10. What information do Provincial Co-ordinators and Local Youth Co-ordinators need to collect after each workshop?

Answers (be careful- some of these are false!)

Trainers: cut these into strips and stick them at random around the room.

To give youth practice in problem identification, analysis and preparation of a youth community development plan

---

To raise money for a computer centre

This is a visual representation of how you would like your community to look in the future

---

The five levels of participation are exclusion, assignation, consultation, implementation, design and implementation

---

The differences between sex and gender are biological differences as opposed to differences of cultural or social roles

---

The youth need to plan first resource assessment and then allocation of duties for the Self Initiative Projects

---

Trainers need to complete a passport application form for each session

---

Trainers should complete a session preparation form before each session

---

It is crucial for transparency and effective monitoring that evaluation forms are collected and collated after each workshop by both Provincial Co-ordinators and Local Youth Co-ordinators

---

.. if a member chooses to change his or her opinion on the basis of new arguments that have emerged during a consultation process.

Youth Council Secretaries need to submit a copy of the Council minutes and a report to the CDCs after each meeting

---

In the Learning Encounters the youth should pass on a summary of the basic information they have learned to at least five or ten other members of their community, and update them with any activities and achievements of their Local Youth Council.

15.2 Things to remember when action planning for Module Two

Venues

- ToT training boys
- ToT training girls
- Local Trainings
- Meetings

People involved:

- LYCos
- LYCms
- MCY staff
- Provincial Co-ordinators
- CDCs

Activities:

- ToT to Local Youth Coordinators
- Local Trainings
- Local Youth Council Meetings
- Self Initiative Projects
- Report to CDC
- Learning encounters
- Meetings at cluster level
- Monitoring of training

Dates:

- ToT
- Local Trainings
- Ordering stationery
- Informing people
- Reporting
- Monitoring

Documents:

- handouts,
- manuals,
- photocopies evaluation forms,
- budget
- session prep
- minutes

15.3 Blank action plan

No	Activity	Date	Time needed	Logistics and planning	Personnel involved
1.					
2					
3					
4					

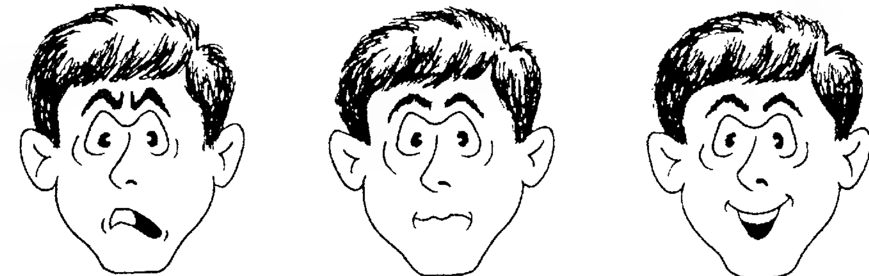
No	Activity	Date	Time needed	Logistics and planning	Personnel involved
5.					
6.					
7.					
8.					

15.4. TRAINING EVALUATION SHEET [FOR MEN]

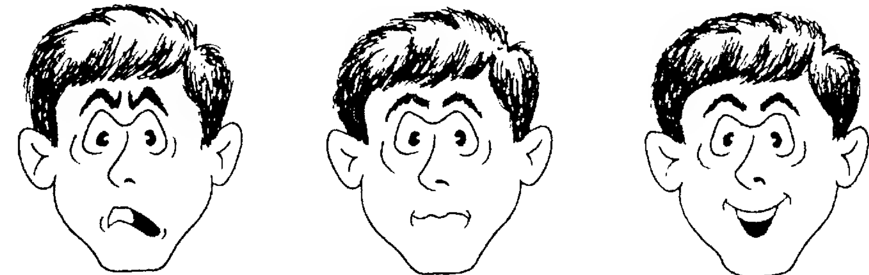
How do you feel about this training in general?



How do you find other participants' relationship with you?



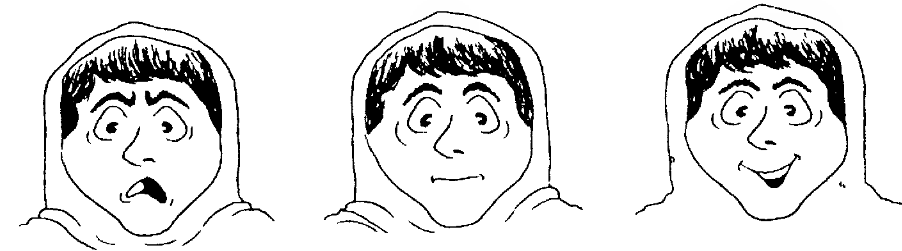
How do you feel about yourself?



What I learned most in the course is:	What I still need to learn more of is:	What I will have difficulty applying is:
What I disliked about the course is:	What might make the training more effective is:	If I were asked by a close friend how I saw this course, I would say:

15.5. TRAINING EVALUATION SHEET [FOR WOMEN]

How do you feel about this training in general?



How do you find other participants' relationship with you?



How do you feel about yourself?



What I learned most in the course is:	What I still need to learn more of is:	What I will have difficulty applying is:
What I disliked about the course is:	What might make the training more effective is:	If I were asked by a close friend how I saw this course, I would say:

1.2. Learning Contract

Participants' Expectations of the Trainer(s)	Participants' Expectations of Each Other	Trainer(s)' Expectations of Participants

Signature of Participants & Trainer(s): ____________________

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1.3 Youth Empowerment Programme
Timetable for Sessions- Module Two (Youth Development Planning)

Training Goal: *At the end of this module participants will have been introduced to problem analysis, prioritisation and solving, and will have practiced planning for the Youth Development Plan and implementation of the Self Initiative Projects.*

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8.00- 10.30	**Session 1** Review of Module One & introduction to Module Two	*Reflection* **Session 4** Problem analysis	*Reflection* **Session 7** Dream Map	*Reflection* **Session 10** Social Inclusion & Gender	*Reflection* **Session 13** Youth Self- Initiative Projects (2)
10.30 – 10.45	**Tea break**				
10.45 – 12.30	**Session 2** What is the YDP?	**Session 5** Problem prioritisation	**Session 8** Consultation	**Session 11** Documentation	**Session 14** Review & logistics
12:30 – 1.30	**Lunch break**				
1:30-4:00	**Session 3** Community Social Map	**Session 6** Problem solving strategy	**Session 9** Participation	**Session 12** Youth Self-Initiative Projects (1)	**Session 15** • Action Planning • Evaluation and Wrap up

SESSION 2
What is the Youth Development Plan?

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	By the end of the session participants will have been introduced to the process of the Youth Development Plan and Youth Self-Initiative Plans in order to understand the content and procedure
Objectives	Participants will have • discussed the importance of planning • been introduced to the process of the YDP • analysed the content of the YDP
Time available	1 hour 45 mins
Materials	Handouts 2.1 (Rumi poem), 2.2, (The 6 Stages of the YDP); Handout 2.3, (Activities of the YDP), 2.4 (True/False factsheet).
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Introduction to workshop	T-Ps	➢ The trainer greets the participants, states the title and aims of the workshop (these can be written on the whiteboard beforehand or on a flipchart)	Trainer introduces title and aims of workshop	Whiteboard, pens, flipchart	5
2.	Reading	P P-WC	➢ Trainer gives participants handout 2.1; quotation from Rumi concerning the importance of planning. ➢ Trainer asks participants to read and discuss what the poem means to them.	Participants will have read and discussed the meaning of the poem.	Handout 2.1 (quotation from Rumi about planning)	15
3.	Ordering	T-WCs Grps	➢ The trainer distributes the cut-up stages of the YDP, one cut up per group. ➢ The trainer tells the participants to read through each stage and arrange them in a logical order of progression. The trainer elicits the meaning of each stage from the participants and explains further where necessary. **Introduction: What is a Youth Development Plan?** **Youth Community Social Map** **Problem analysis** **Problem prioritisation** **Problem- solving strategy** **Dream Map**	Participants read the stages and arrange them in order in consultation with the group.	Handout 2.2 Cut- up (Six stages of the YDP)	20
4.	Categoris-ation	Grps	➢ The trainer tells the participants "*Now, in order to see what happens in detail at each stage, you will use these six stages as headings, and categorise the associated activities under each heading, in groups*"	Participants will work together to categorise the activities according to each stage	Handout 2.3 (Activities belonging to each stage of the YDP)	20

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
		Grps-WC	➢ The trainer distributes handout 2.3; (Activities belonging to each stage of the YDP) ➢ After the participants have arranged the activities with each stage, the trainer asks one (correct) group to do feedback with the class. ➢ Trainer's answers below: **Introduction: What is a Youth Development Plan?** The male and female council members receive an overview of the steps they have to go through to develop the YDP. **Youth Community Social Map** The male and female youth councils prepare a map of how their community looks now. This map includes the community's problems and resources. **Problem analysis** The youth analyse the problems by sorting them into social, economic and organisational categories. **Problem prioritisation**: The members of the male and female councils prioritise problems according to: ➢ Ones that are of high importance ➢ Ones that can be solved without outside help **Problem- solving strategy** The youth councils select and devise solving strategies for those problems that can be tackled without outside financial support or any other assistance. **Dream Map** The local youth councils finalise their Youth Development Plan and draw a map of how they would like their community to look.			

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
5.	T/F statements	T-WC Grps	➢ The trainer gives participants handout 2.4. ('fact sheet' about the YDP); ➢ Some statements are true, some are false ➢ Trainer puts participants into groups and asks them to consider which statements are true and which are false, about the YDP and the Self Initiative Projects. ➢ After giving them time to discuss, the trainer does feedback with the class and corrects each one.	Participants have a chance to test their knowledge of the YDP.	Handout 2.4 (T/F fact sheet) Answers: 1F 2.F 3.T. 4.T 5.T 6.T.7.T. 8.T. 9.F 10.F. 11.T.12.T	20
6.	Discussion/ elicitation	T-WC P-P	➢ The trainer tells participants" Now you have looked at the process and content of the YDP, can you tell me the goal of the YDP?" ➢ Trainer puts participants into pairs and asks them to write the goal of the YDP. ➢ The trainer now elicits the goal of the YDP from the participants, before comparing with the following, displayed on a flipchart: **The Youth Development Plan Goal:** • **to develop the problem analysis, prioritisation and solving skills of the youth** • **to give the youth practice in planning and implementing a Self-Initiative Project.**	Participants will have considered the goal of the YDP	None	20
7.	Summary	T-WC WC-T	➢ The trainer asks one of the participants to summarise the content of the workshop, answers any questions and closes the session.	Participants will have summarised the session's most important points.	None	5

2.1 Quote from Rumi on Planning

Logs of wood
would not be duly shaped
Did not the carpenter
plan outline and detail.

(Mathnavi of Rumi (E H. Whinfield tr). The Masnavi Vol 1)

2.2 The Six Stages of the YDP

Here, the sessions are in the correct order.

Introduction: What is a Youth Development Plan?
Youth Community Social Map
Problem analysis
Problem prioritisation
Problem- solving strategy
Dream Map

Contents

2.3 The Details of the Six Stages of the Youth Development Plan

Can you categorise these activities under the six stages of the YDP?

- The local youth councils finalise their Youth Development Plan and draw a map of how they would like their community to look.

- The youth councils select and devise solving strategies for those problems that can be tackled without outside financial support or any other assistance.

- This map includes the community's problems and resources.

- The members of the male and female councils prioritise problems according to:
  - Ones that are of high importance
  - Ones that can be solved without outside help

- The male and female council members receive an overview of the steps they have to go through to develop the YDP

- The male and female youth councils prepare a map of how their own community looks now.

- The youth analyse the problems by sorting them into social economic and organisational categories

2.4 Fact sheet about the Youth Development Plan: True or False?

No.	Statement	True or False?
1	The Youth Development Plan will be made by the CDCs.	
2	The Youth Development Plan has seven stages.	
3	The Youth Self Initiative Projects will be agreed on by the Local Youth Councils.	
4	The Local Youth Councils can ask other members of the youth community to help them implement their self- initiative plans.	
5	The Youth Development Plan helps develop problem analysis, prioritisation and solving skills.	
6	The Local Youth Council Members consult each other and take time to consider everyone's ideas.	
7	The Self- Initiative Projects are voluntary.	
8	The Self-Initiative projects help develop a sense of responsibility.	
9	The Local Youth Councils should not tell the CDCs about their YDP.	
10	The Local Youth Councils do not have to keep any documentation regarding Self-Initiative projects.	
11	The Local Youth Councils will gain experience in designing and implementing a voluntary community plan.	
12	The CDC will draw a social map of their community.	

SESSION 3
Community Social Map

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	To illustrate a Community Social Map so that participants are able to draw their own community map when they prepare their Youth Development Plan.
Objectives	At the end of this session, participants will be able to : • describe how to prepare a Community Social Map. • distinguish between different types of resources
Time available	1 hour 45 Minutes
Materials	Handouts 3.1. (Community Social Map) Handout 3.2. (Defining the Meaning of Economic, Social and Organizational Resources)
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1	Lecture	T- WCs	The trainer announces the learning objectives of this session.	Objectives provided	Flipchart: Learning Objectives	10
2.	Lecture	T- WCs T- WCs	➢ Next, the trainer explains: *"As we saw in session two, the first step towards the development of a Youth Development Plan is the preparation of a Community Profile Social Map in which you show how your community looks like and identify the problems and resources that exist in your community."* ➢ The trainer then distributes handout 3.1. (Example of a Community Profile Social Map). The trainer reviews the handout together with the participants, invites questions and provides clarifications. The trainer then emphasizes: *"It would be desirable if a Community Profile Social Map would illustrate the economic, social and organizational resources that exist in the Community."* ➢ The trainer then distributes handout 3.2. "Defining the Meaning of Economic, Social and Organisational resources". The trainer reviews the handout together with the participants, invites questions and provides clarifications.	Participants will have reviewed an example of a Community Profile Social Map, and noted how to distinguish between economic, social and organisational resources.	Handout 3.1. (Example of a Community Profile Social Map). Handout 3.2. (Defining the Meaning of Economic, Social and Organisational resources).	15
3.	Small Group Work	T-WCs Grps	➢ Next, the trainer asks participants to carry out in one group the assignment presented on flipchart:	Participants will have practiced developing a Community Profile Social Map	Flipchart - Group Assignment	65

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
			FLIPCHART **Group Assignment** *Prepare – on flipchart – a Community Profile Social Map of your community. Make sure you include economic, social and organizational resources in the Community Social Map. Prepare a flipchart that outlines your plan! Include compass directions.* ➢ Trainer allows 50 minutes for preparation and 15 minutes for presentation			
4.	Q &As	WCs- T	➢ After the presentation of the groups, the trainer should process the experience of preparing a Community e Social Map with the participants. The trainer can ask the following questions: • *How did you feel about the experience of preparing a Community Profile Social Map?* • *Why do you think you felt the way you felt?* • *Would you recommend using a Community Social Profile mapping exercise with male and female youth council members? Why?*	Participants have processed the experience of developing a Community Social Profile map.	None	10
5	Summ-ary	WCs-T	Before ending the session, the trainer reviews the contents of this session together with participants.	Participants have reviewed this session's key issues.	None	5

3.1. Example of a Community Social Map



3.2. Defining the meaning of economic, social and organisational resources

Economic Resources:
These are resources the Community owns, and which contribute to economic prosperity in the Community
They include (for example)

1. *Natural (Environmental)Resources (i.e. land, water, forests, stone, minerals, etc.)*
2. *Infrastructural Resources (i.e. roads, bridges, support walls, irrigation channels, culverts, etc.)*
3. *Agricultural Resources (i.e. different types of crops, quality of land, etc.)*
4. *Livestock (i.e. different types of animal husbandry)*
5. *Other Resources for Income-Generation (i.e. number of jobs, number and kinds of businesses)*
6. *Technological Resources (i.e. generators, electricity plants, micro-hydro dams)*

Social Resources:
These are resources the Community owns, and which contribute to the social well-being of the Community
They include (for example)

1. *For Education (i.e. school buildings, teachers, books etc.)*
2. *For Health (i.e. clinics, trained nurses, medicine supply, etc.)*
3. *For Social Matters (i.e. mosque, community centers, public baths, sports facilities, etc.)*
4. *For Communication (i.e. word of mouth, mosque loudspeakers, radio, TV, etc.)*

Organisational Resources:
These are institutions set up by the Community or individuals living in the Community, and which contribute to the organizational functioning of the Community.
They include (for example)

1. *Community Shura (where do they meet?)*
2. *Parent – Teacher Associations*
3. *Vocational training center (where do they meet?)*
4. *Sports Clubs (where do they meet?)*

SESSION 4
Youth Community Problem Analysis

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	To explain Youth Community Problem Analysis Tool so that youth can analyse their problems when they prepare their Youth Development Plan.
Objectives	At the end of this session, participants will be able to : • Analyse youth problems (from PLAP) by sorting them into economic, social and organisational categories.
Time available	1 hour 20 minutes
Materials	Handout. 4.1. (Example of a written LYC Problem List) Handout 4.2. (Blank Problem List Format)
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1	Lecture	T- WC	The trainer announces the learning objectives of this session.	Objectives provided	Flipchart: Learning Objectives	10
2.	Lecture Categor-isation	T- WC Grps	➢ The trainer explains: *"One way to promote Community Development is to identify problems, and later to identify strategies on how to overcome these problems. In this session, youth will be requested to identify economic, social and organizational problems of their community."* In order to provide a visual example of the desired work product of this session, the trainer distributes Handout 4.1. (Example of a categorised LYC Problem List), Handout 4.2. (Blank Problem List Format). Next, the trainer requests participants to carry out – in groups – the following assignment presented on the following flipchart: **FLIPCHART** **Group Assignment** *Using the economic, social and organisational problems that exist in <u>your</u> community, present your results on flipchart. Sort the identified problems into economic, social and organisational problem categories.* (Time available for group work: 44 minutes; for group presentations: 14 minutes) **Important note:** Trainers should request participants to analyse the problems they have collected from the PLAP exercises they have done with their local youth councils.	Participants will have analysed the economic, social and organisational community problems	Handout 4.1. (Example of a categorised LYC Problem List), Handout 4.2. (Blank Problem List Format). Flipchart: *Group Assignment*	65

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
3	Summ-ary	WC-T	Before ending the session, the trainer reviews the contents of this session together with participants.	Participants will have reviewed this session's key issues.	None	5

YOUTH EMPOWERMENT PROGRAMME

Module Two - Youth Development Plan

Abstract

Input: A five- day workshop will familiarise Local Youth Co-ordinators and Local Youth Council members with the Youth Development Plan goal, objectives and content. They will be introduced to the stages of the Youth Development Plan, and the process by which they plan and implement both this and their Self- Initiative Plans for the benefit of their communities. Participants will also be introduced to the concepts of Social Inclusion and Gender, Consultation and Participation and learn how these integrate into the Youth Empowerment Programme Activities.

Output: Local Youth Co-ordinators and Local Youth Council Members will deliver training or learning encounters of the content of this programme to others in their community, and use the plans they have devised to implement their Self-Initiative Plans as their practice service activity for this module.

4.1. Example of a categorised LYC problem list

Economic Problems	Social Problems	Organisational Problems
• Negative impact of war and loss of income generating resources • Unemployment • No youth centre for youth gatherings • Not enough money to start income generating projects • No access to computer and internet • Not able to pay fees to attend training courses.	• Majority of the youth are illiterate • Teachers are not experienced enough and they lack professional skills. • Youth are not cooperative enough to be volunteer to be part of some activities such as vaccination campaigns • Psycho-social problem caused by war • Youth are not willing to take part in the reconstruction of their communities. • Youth are not taking part in the clearing and replanting of their community. • Adults are not motivating youth to perform voluntary work.	• Government authorities do not pay heed to youth institutions • No publication and /or broadcasting for youth • Not creating job opportunities for youth • The government and civil society institutions do not pay heed to youth.

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4.2. Blank problem list format

Economic Problems	Social Problems	Organisational Problems

SESSION 5
Youth Community Problem Prioritisation

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	To explain Youth Community Problem Prioritisation Tool so that youth can prioritise their problems, which have already been analysed.
Objectives	At the end of this session, participants will be able to : • Prioritise previously analysed economic, social and organisational categories. • Distinguish between economic, social and organisational youth community problems that can be solved by youth independently and those problems that need outside technical and or financial support.
Time available	1 hour 50 minutes
Materials	Handout 5.1. (Example of a Filled-In Community Project Management Capacity Table), and Handout 5.2. (Blank Community Project Management Capacity Table). Handout 5.3. (Example of a Filled-In Youth Community Problem Priority Table), and Handout 5.4. (Blank Youth Community Problem Priority Table).
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1	Lecture	T- WC	The trainer announces the learning objectives of this session.	Objectives provided	Flipchart: Learning Objectives	5
2.	Lecture Discussion	T- WC Grps	➢ The trainer explains: *"Now that we have produced a list of economic, social and organisational problems, it is time to address the next two questions:* ***Question #1:*** *Which and how many of those problems you have identified can the youth community resolve independently, without outside technical or financial support?* ***Question #2:*** *Which and how many of the identified community problems can be solved only with outside financial and/or technical assistance?* Next, the trainer distributes Handout 5.1. (Example of a Filled-In Community Project Management Capacity Table), and Handout 5.2. (Blank Community Project Management Capacity Table). (This handout should also be replicated on a flipchart, and used during the session). The trainer then requests participants to carry out – either as one group, or two smaller groups – the following assignment presented on the following flipchart: **FLIPCHART** **Group Assignment** *Identify the economic, social and organisational problems your community can solve alone, and for which kind of problems your LYC needs outside support.* (Time available for group work: 30 minutes; for group presentations: 15 minutes)	Participants have taken notice how the problem prioritisation process is going to take place.	Handout 5.1. (Example of a Filled-In Community Project Manage-ment Capacity Table), and Handout 5.2. (Blank Community Project Manage-ment Capacity Table).	55

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
3.	Lecture	T- WC	➢ Next, the trainer explains: *"Now that we have distinguished between problems that the community can solve by its own, and other problems whose solution requires outside support, it is time to prioritise the different problems."* ➢ Next, the trainer distributes Handout 5.3. (Example of a Filled-In Youth Community Problem Priority Table), and Handout 5.4. (Blank Youth Community Problem Priority Table). (This handout should also be replicated on a flipchart, and used during the session). The trainer then explains: *"Prioritisation means to list problems in order of importance. We are basically asking: 'Which problem is the most important problem that needs to be solved? Which problem is the second most important problem to be solved? Which problem is the third most important problem to be solved? etc."* ➢ The trainer then explains: *"Each LYC member is asked to vote for the three most important problems that should be addressed. We will use an ink pad (or a bag of beans). Every member should give three thumb prints (or three beans) for the project he/she considers to me most urgent. Afterwards, each member votes again for the project he/she deems second in importance, by giving two thumb prints (or two beans). Finally, each member votes again for the project he/she deems third in importance, by giving one thumb print (or one bean).*	Participants have taken notice how the problem prioritisation process is going to take place.	Handout 5.3. (Example of a Filled-In Youth Community Problem Priority Table), and Handout 5.4. (Blank Youth Community Problem Priority Table").	10

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
			Once all sub-committee members have voted for three times, we will count the vote. After we have counted the votes we will re-list the problems according to the priority they have received in the thumb (beans) vote."			
3	First Prioritis-ation activity	T- WC	➢ Next, the trainer tells participants: *"We will first prioritise the list of problems of which the sub-committee thinks that the community needs outside support for overcoming them."* ➢ The trainer then asks participants to come forward, ink their thumbs and – firstly – put a three-thumb-print vote for the problem they view as most important. After this is done, the trainer asks participants to come again to ink their thumb for casting a second two-thumb-print vote for the problem he or she considers second in importance. Finally, the trainer asks participants to come to ink their thumb for – thirdly – casting a one-thumb-print vote for the problem he or she considers third in importance. Eventually, the problems with the highest vote will be highlighted and recognised.	Participants have voted for what they consider the most important problems of the community, which need to be addressed with support from outside	Ink pad (or bag of beans) Flipchart with list of identified youth community problems	10

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
4.	Second prioritisa-tion activity	T-WC	➢ Next, the trainer tells participants: *"We will now also prioritise the list of problems which the community can organise to overcome by using its own community-owned resources, so that outside assistance is not necessary."* The trainer then asks participants to repeat the same process once again.	Participants have prioritised problems that can be handled by the community independently	Ink pad (or bag of beans) Flipchart with list of identified youth community problems	10
5.	Lecture	T-WC	➢ Before closing, the trainer emphasises: *"It is important that Local Youth Co-ordinator working with LYC make an effort to interfere as little as possible in the process. LYC members should be in charge of the outcomes of the Problem Prioritisation, not the Local Youth Co-ordinator."*	Participants have been reminded to not influence LYC Problem Prioritisation discussions	None	5
6.	Summary	T-WC	Before ending the session, the trainer reviews the contents of this session, together with participants.	Participants have reviewed this session's key issues.	None	5

5.1. Example of a filled-in Community Project Management Capacity Table

	Economic Problems	Social Problems	Organisational Problems
Problems that can be solved by the community independently	• No youth centre for youth gatherings • Not able to pay fees to attend training courses.	• Majority of the youth are illiterate • Youth are not cooperative enough to be volunteer to be part of some activities such as vaccination campaigns • Youth are not willing to take part in the reconstruction of their communities. • Youth are not taking part in the clearing and replanting of their community. • Adults are not motivating youth to perform voluntary work.	• No literacy course
In order to solve the problem, the community needs outside support	• Negative impact of war and loss of income generating resources • Unemployment • No enough money to start income generating projects • No access to computer and internet	• Teachers are not experienced enough and they lack professional skills. • Psycho-social problem caused by war	• Government authorities do not pay heed to youth institutions • No publication and /or broadcasting for youth • Not creating job opportunities for youth • The government and civil society institutions do not pay heed to youth.

5.2. Blank Community Project Management Capacity Table

	Economic Problems	Social Problems	Organisational Problems
Problems that can be solved by the community <u>independently</u>			
In order to solve the problem, the community needs outside support			

5.3. Example of a Filled-in Community Problem Priority Table

	Economic Problems		Social Problems		Organizational Problems	
	Topic	*Priority*	*Topic*	*Priority*	*Topic*	*Priority*
Problems that can be solved by community <u>independently</u>	· No Youth Centre for youth gathering		· Majority of youth are illiterate		· No literacy courses	
	· Youth unable to afford training courses		· Youth are not willing to volunteer			
			· Youth reluctant to take part in clearing & replanting			
In order to solve the problem, community <u>needs outside support</u>	· Lack of income generation		· Teachers are inexperienced & untrained		· No media voice for Youth	
	· Unemployment		· Psycho-social problems due to war		· Lack of job opportunities	
	· Impact of war				· Lack of govt. recognition of youth institutions	
	· Lack of IT access					

Instructions for the use of this manual

This manual contains a series of session guides for conducting Module Three of the workshop. **It is presented as a tool for trainers and not meant as an obligatory prescription. There are many ways of training and this manual contains only one of many possible approaches. However, if you change the techniques and tasks make sure you are still fulfilling the aim and objectives of each session,.**

The session guides in this manual offer a step- by step approach for conducting trainings of one to three hour's length. Interested trainers are advised to consider the following when preparing themselves for their workshops.

Session Plans

You will notice that the session plans are divided into seven columns:

1. Stage number. This is to help you easily find your way around the workshop plan.
2. Method- this helps you quickly see the technique used for each stage.
3. Interaction- this shows you what the trainer and participants will be doing at each stage of the session. It is important that interaction is varied, so that tasks can be conducted in the most appropriate way, and also by giving participants the chance to work in different ways it creates interest.

T= Trainer WC= whole class P = participant Grp = group

- P = participant working alone, for example, when reading
- P-P = pair work
- T-WC = trainer talking to the whole class
- WC-T = trainer eliciting answers or suggestions from the whole class
- Grps = four or five people working together
- P-WC = a single participant presenting to the whole class

4. Session Guide and Content. This section contains the instructions for each stage.
5. Expected output- this section highlights what should be achieved by each stage.
6. Materials- this lists the physical materials such as paper, pictures, and handouts necessary for each stage.
7. Timing- this column describes the amount of time that should be spent on each stage.

Tasks/Activities

In order to train effectively, it is important to keep a few things in mind.

- Give instructions clearly, and check them with participants before starting an activity to make sure they have understood.
- Try not to lecture. Short lectures are sometimes necessary, but remember that if you talk for a long time, participants are passive and will easily forget the information you are giving them. Lectures are also not a good way to help people understand a

5.4. Blank Community Problem Priority Table

	Economic Problems		Social Problems		Organisational Problems	
	Topic	***Priority***	***Topic***	***Priority***	***Topic***	***Priority***
Problems that can be solved by the community <u>indepen-dently</u>						
In order to solve the problem, community <u>needs outside support</u>						

SESSION 6
Problem-Solving Strategies, Options & Trade-Offs

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	To illustrate problem solving strategies, options and trade-offs, so that youth can understand that for each problem, multiple strategy options exist and they can appreciate different criteria for deciding on the feasibility of project strategies.
Objectives	At the end of this session, participants will be able to : • Describe strategies necessary for overcoming identified youth community problems • Explain how to arrive at a decision about whether a project strategy is feasible or not.
Time available	2 hours 10 minutes
Materials	Handout 6.1. (Example of a Set of Problem Solving Strategies), Hand out 6.2 (Example of a Filled-In Project Feasibility Matrix) Handout 6.3.(Blank Feasibility Matrix Charts)
Trainer/ evaluation notes	

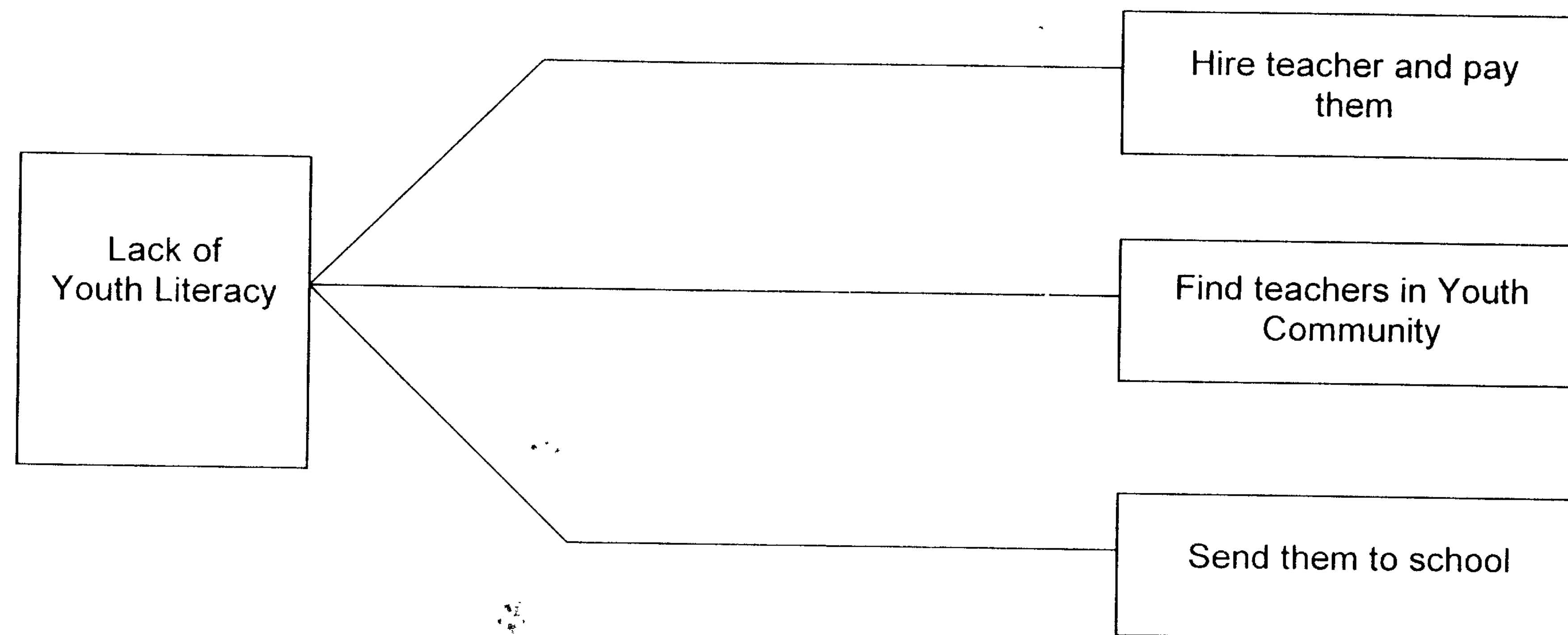
Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Lecture	T- WC	The trainer announces the learning objectives of this session.	Objectives provided	Flipchart: Learning Objectives	5
2.	Lecture	T- WC	➢ The trainer explains: "Once the community problems have been prioritised, the youth need to discuss strategies suitable for overcoming the problems. It is recommended that LYC search for more than one problem-solving strategy per problem. It is a common mistake for planners to stop seeking additional solutions, after having agreed on an initial strategy. However, a wise team should make an effort not to stop at this point, and to continue by saying: 'Let's see if we cannot find a second or a third problem-solving strategy!' Indeed, very often, the second or third problem solving strategy proposed presents an even better solution to the problem than the first one!"	Participants have noted the importance of identifying multiple problem-solving strategies per identified community problem	None	5
3.	Reading	T-WC	➢ The trainer distributes Handout 6.1. (Example of a Set of Problem Solving Strategies), in order to provide a practical example. The trainer reviews the handout together with the participants, invites questions and provides clarifications.	Participants have reviewed an example of a set of problem-solving strategies	Handout 6.1. (Example of a Set of Problem Solving Strategies)	5
4.	Discuss-ion	T-WC Grps	➢ Next, the trainer asks participants to form appropriate groups and to carry out the following assignment presented on the following flipchart:	Participants have identified three problem-solving strategies per prioritised community problem	Flipchart: Group Assignment	50

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
			FLIPCHART **Group Assignment** *Select the problems that have received the highest priority earlier* *a) as they relate to problems whose solution needs outside support;* *b) as they relate to problems which can be overcome by the Youth Community independently* *Prepare – on flipchart – for each identified problem two or three strategies your group thinks could help to effectively overcome the community problem.* (Time available for group work: 60 minutes; for group presentations: 10 minutes)			
5.	Lecture Elicit-ation	T- WC	➢ The trainer explains: *"Once LYC members have proposed multiple problem-solving strategies for each identified community problem, they need to decide which problem-solving strategy is the one that has the highest potential to effectively and efficiently resolve the youth community problem."* Next, the trainer asks participants: *"How would you define the term "feasibility"?*	Participants have been briefed about the importance and purpose of carrying out community project feasibility studies	Flipchart: (Definition of Community Project Feasibility Study)	5

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
			As participants make an effort to explain the term "Feasibility", the trainer notes their suggestions on the whiteboard / or flipchart. The trainer then presents his/her own definition of the term "Feasibility Study" on flipchart: **FLIPCHART Definition of "Community Project Feasibility Study"** A feasibility study is a test of the value of a project idea. It provides a response to the question: *"Does our project idea help to enhance the interests of our youth community, or not?" "Are the costs (time, human resources, other investments/sacrifices) reasonable in view of the expected project output?"*			
6	Q&As	T-WC	Next, the trainer distributes Handout 6.2. (Example of a Filled-In Project Feasibility Matrix). The trainer explains the content of the handout, invites questions and provides clarifications.	Participants have studied the Resource Assessment and Feasibility Matrix Format	Handout 6.2. "Example of a Filled-In Project Feasibility Matrix".	15

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
7.	Discussion	T-WC Grps	Next, the trainer distributes Handout 6.3. (Blank Feasibility Matrix Charts) and requests participants to carry out – either as one group, or two smaller groups – the following assignment presented on the following flipchart: **FLIPCHART** **Group Assignment** *Evaluate the feasibility of each of the suggested problem-solving strategies that were proposed for finding solutions for the problems prioritized by the LYC.* (Time available for group work: 30 minutes; for presentation and discussions: 10 minutes)	Participants have evaluated the feasibility of various problem-solving strategies.	Handout 6.3 (Blank Feasibility Matrix Charts) Flipchart "Group Assignment"	40
8	Summary	WC- T	Before ending the session, the trainer reviews the contents of this session, together with participants.	Participants have reviewed this session's key issues.	None	5

6.1. Example of a Set of Problem Solving Strategies



6.2. Filled –in Example of a Feasibility Matrix Chart

Problem	Suggested Solutions	Criteria						Total Score	Ranking
Lack of Youth Literacy		Impact is high	Benefits both boys and girls	Sustainability	Economical	Requires Youth Participation	Project enhances Unity of Youth Community		
	1.Hire a teach and pay him/ her	3	3	2	2	3	1	14	2
	2. Look for a teacher in Youth Community	3	2	3	3	3	3	17	1
	3. Send them to School	3	3	2	1	1	2	12	3

1= low
2= medium
3= high

6.3. Blank Feasibility Matrix Chart

Problem	Suggested Solutions	Criteria						Total Score	Ranking

SESSION 7
Preparing a Dream Map

Participants	Provincial Coordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	To prepare a dream map so that it can be used during youth community gathering for visualizing and illustrating a desired future state of their community
Objectives	At the end of this session, participants will be able to : • Describe how to prepare and present a youth community map that communicates a vision of the LYC.
Time available	1 hour 40 minutes
Materials	Handout 7.1 (Example of a Youth Community Dream Map)
Trainer/ evaluation notes	

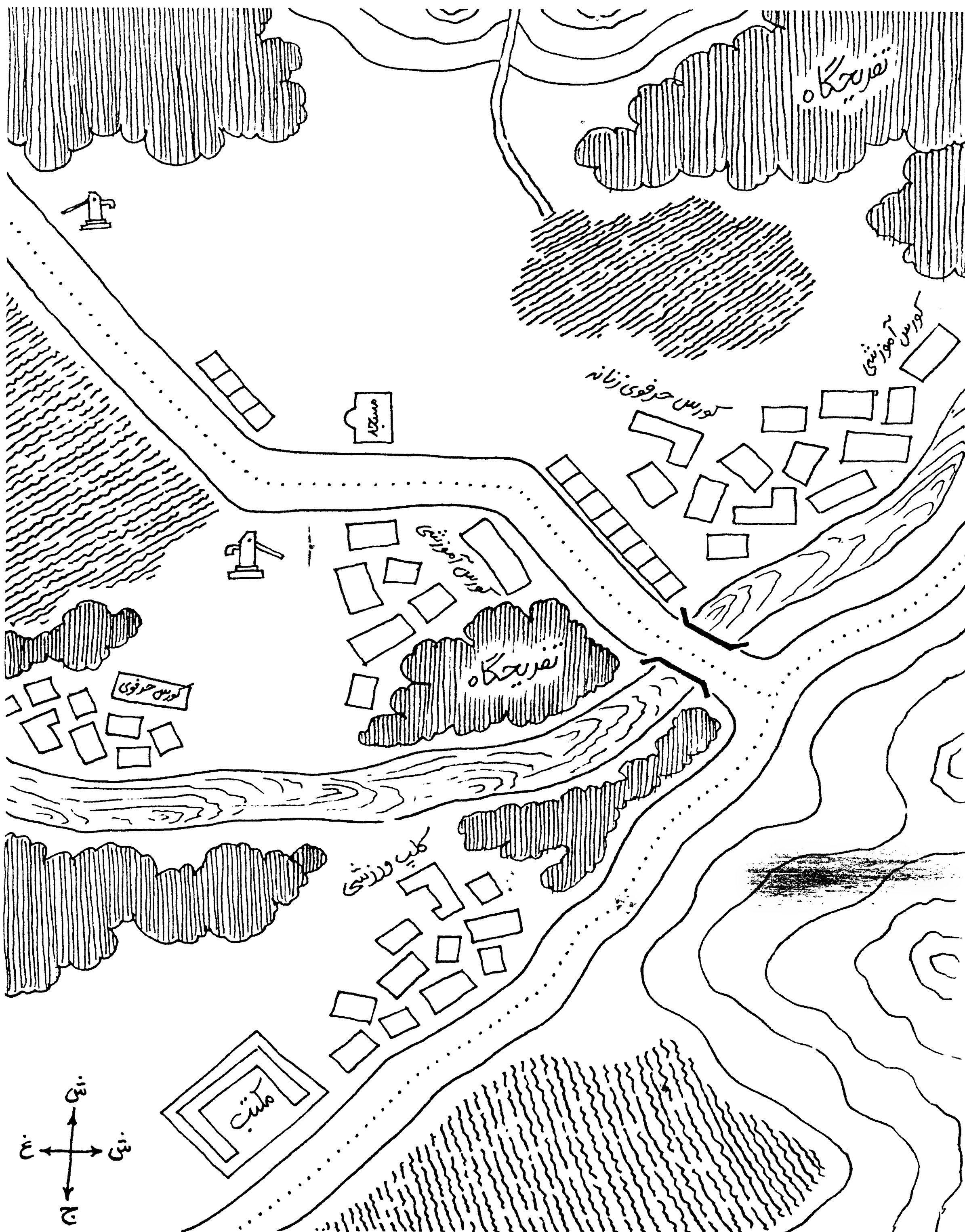
subject. It is much better to give them a task that will engage them in applying or analysing the information.

- Keep the pace going; do not spend too long on an activity if it is boring or not very useful.
- Elicit as much information as possible from the participants rather than telling them, you will then involve them more actively in the learning process.
- After discussions it is not necessary to ask every group to present their information every time; when you are monitoring during the presentation, ask only the best groups. Ctherwise it can use up too much workshop time. To be fair you can make sure everyone gets a chance during the five – day course.
- Make sure all participants attend ALL training sessions. Participants who miss some sessions may miss important concepts, which will weaken the quality of the workshops they need to facilitate themselves.
- To ensure that participants do not interrupt the session and do not miss any important information, ask them to put their mobile phones on silent and not to use them during the workshop. They can make calls if necessary during breaks or lunchtime ONLY.
- For discussions, it is best to have participants in groups of four or five. That way plenty of new ideas can be discussed and everyone will have a chance to speak. Large groups of eight or more may that some people will not contribute.
- It is a good idea to have a review of the previous sessions either at the start of a new one, or at the beginning of a new day's training. A chance to go over information again helps participants to retain it better. This can be in the form of a game, or quiz.
- A summary at the end of each session is also important. Rather than the trainer summarising, it is better practice to elicit the content of the session from the participants- then the trainer can check how much they have learned.
- Trainers should make sure they are adequately prepared before each session- they can check with the preparation form.
- Trainers can evaluate themselves on their training performance with the self-evaluation form.

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1	Lecture	T- WC	The trainer announces the learning objectives of this session.	Objectives provided	Flipchart: Learning Objectives	5
2.	Lecture	T- WC	The trainer explains: "Once LYC has selected feasible strategies for overcoming prioritized community problems, it is time that the LYC prepares a community dream map that illustrates the community improvements aspired by the LYC."	Participants have been briefed about the importance and purpose of carrying out community project feasibility studies	None	5
3	Q & A	T-WC	Next, the trainer distributes Handout 7.1, (Example of a Youth Community Dream Map). The trainer reviews the handout together with the participants, invites questions and provides clarifications. The trainer then emphasizes: "It would be desirable if a Youth Community Dream Map would illustrate the economic, social and organizational improvements that hopefully will be part of the Youth Community in the not-too distant future."	Participants have reviewed an example of a Youth Community Dream Map, and noted how to distinguish between economic, social and organizational resources.	Handout 7.1, (Example of a Youth Community Dream Map)	10
4.	Discuss-ion and drawing	T-WC Grps	Next, the trainer requests participants to carry out the group assignment presented on the following flipchart: **FLIPCHART** **Group Assignment** *Prepare – on flipchart – a <u>Dream Map</u> of your Youth Community. Make sure you include economic, social and organizational resources in the Youth Community Dream Map. Prepare a flipchart that outlines your plan!* (Time available for group work: 45 minutes; for group presentations: 15 minutes)	Participants have practiced developing a Youth Community Dream Map	Flipchart "Group Assignment"	65

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
5.	Lecture	T-WC	➢ Before closing, the trainer emphasizes: *"It is important that Local Youth Coordinators working with LYCs make an effort to interfere as little as possible in the process. LYC members should be in charge of producing their Youth Community Dream Map, not the Local Youth."*	Participants have been reminded to not participate or influence LYC discussions related to the feasibility of Problem-Solving Strategies	None	5
6.	Lecture Q&As	T- WC	➢ The trainer explains: *"Depending on the cultural circumstances of a community, it would be desirable if both male and female LYCs could – after completion of their LYC's development plan – meet with the other LYC members, and negotiate a Youth Community Development Plan, which should afterwards be shared with the rest of the Community."* If consultation as one LYC, or integration of plans of both committees are not desired by the Youth Community population, the YDPs should remain as they are, and both committees should make efforts to work towards the implementation of solutions of their community's development problems. The trainer then asks: *"Do you believe that your communities are willing to hold discussions between both committees? What do you anticipate will happen?"*	Participants have discussed the desirability of having both LYCs come together as one LYC to discuss a community development plan.	None	15
7.	Summary	WC- T	Before ending the session, the trainer reviews the contents of this session, together with participants.	Participants have reviewed this session's key issues.	None	5

7.1. Example of a Youth Community Dream Map



SESSION 8
Consultation

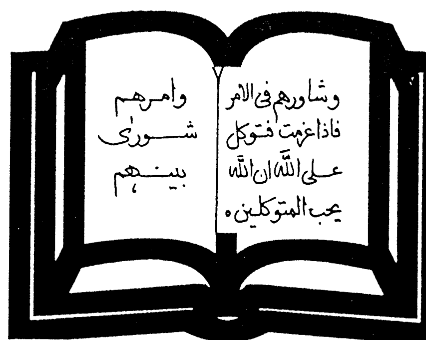
Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	To explain the requirements of consultation so that LYC members are able to have constructive and harmonious consultation meetings.
Objectives	At the end of this session, participants will be able to : • Explain the meaning and purpose of the concept of consultation • Describe the principles of genuine consultation meetings.
Time available	1 hour 55 minutes
Materials	Handout 8.1. (Quotation from the Holy Qur'ân on Consultation) Handout 8.2. (Guidelines for Effective Consultation)
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1	Lecture	T- WC	The trainer announces the learning objectives of this session.	Objectives provided	Flipchart: Learning Objectives	5
2.	Reading Discussion	T- WC WC-T	➢ The trainer explains: "After LYC members are elected, they will have regular meetings and make decisions. Consultation is about how to make decisions as a team." ➢ Next the trainer distributes Handout 8.1. (Quotation from the Holy Qur'ân on consultation) to participants and asks them: "What does this quotation mainly talk about? What are the benefits of consultation?"	Participants will have discussed the meaning, purpose and benefits of consultation	Handout 8.1. (Quotation from the Holy Qur'ân on consultation)	10
3.	Discussion	Grps	➢ The trainer then asks participants to break up into small groups, and to prepare responses for the following questions: ***FLIPCHART*** ***Group Assignment*** Please prepare a flipchart with brief responses to the following questions: • *What are the prerequisites for a harmonious and productive consultation?* • *How well is consultation functioning in your communities? What works well and what does not work well when you consult in your communities?* • *What improvements do you think are necessary for making consultations in your communities more effective?* (Time available for group work: 30 minutes; for presentations: 15 minutes)	Participants have discussed the strengths and weaknesses of consultation practice at the community level.	Flipchart: Group Assignment	50

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
4.	Large Group Discuss-ion	T-WC WC-T	➢ The trainer distributes Handout 8.2. (Guidelines for Effective Consultation) which describes what it takes to engage in consultation processes that are harmonious, constructive and outcome-oriented. The trainer should ask one participant at a time to read one principle each. The trainer asks: "Please explain the meaning of this principle." "Do you agree with this principle?" Why is it important or not important?" After having completed the presentation and discussion of the principles of consultation, the Trainer asks participants: "From all the principles just presented, which one is the most important one in your opinion? Why?" "Which one do you like best? Why?"	Participants have reviewed and discussed the meaning and purpose of multiple consultation principles	Handout 8.2. (Guidelines for Effective Consultation)	30
5.	Q&As	T- WC WC-T	The trainer asks: "How would you introduce these principles of consultation to the newly-elected LYC members? What would be your strategy?" The trainer writes participants' suggestions on flipchart.	Participants have made suggestions how to introduce the principles of consultation to LYC members	None	10
6.	Summary	WC- T	Before ending the session, the trainer reviews the contents of this session, together with participants.	Participants have reviewed this session's key issues.	None	5

8.1. Quotation from the Holy Qur'ân on Consultation

In the Name of Allah, the Beneficent, the Merciful



وشاورهم فى الا مر فاذا عزمت فتوكل على الله ان الله يحب المتوكلين

Translation:

And consult them in affairs (of moment)
Then, when thou hast taken a decision, put trust in Allah,
For Allah loves those who put their trust (in him)

8.2. Guidelines for Effective Consultation

1. All members of a group need to strive to show affection, consideration and sincerity in their interactions with each other.

2. Each thought of any of the group members is valuable and needs to be appreciated. Members of a group need to be able to express their thoughts freely. Expressing one's opinion is not just a privilege, but also a duty.

3. Each group member should express her or his opinion with courtesy, dignity, caution and moderation.

4. One member of a group should not be rude about the ideas and thoughts of other members of the group.

5. Once an idea or thought has been expressed by one of the group members, this idea no longer belongs to this individual person. Instead, this idea now belongs to all group members. As a matter of fact, the group has permission to change or improve this idea as it deems pertinent.

6. Should one group member disagree with another group members' idea, the group members should not feel themselves attacked or criticized. Instead they should welcome alternative ideas since the spark of truth comes forth when opinions clash.

7. Nobody has the right to impose his or her opinion, since fighting and stubbornness only lead to disagreement and disunity, thus preventing the group from discovering the truth of a given situation.

8. It is a sign of maturity, not of weakness, if a member chooses to change his or her opinion on the basis of new arguments that have emerged during a consultation process.

9. Should a discussion lead to conflict, hate or antagonism, it would be better to postpone such a discussion.

10. It is useful to try to integrate the positive aspects of minority opinions expressed during the discussion into the final group decision, since integration of divergent opinions facilitates the achievement of group consensus.

11. If it is not possible to reach a group consensus, the majority needs to decide.

12. No participant has the right to speak or work against decisions made by the LYC once outside the meeting, since such actions would undermine future decisions.

SESSION 9
Participation

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	By the end of the session participants will have analysed the concept of participation in order to be able to apply its principles to the YDP and other aspects of YEP
Objectives	Participants will have • discussed the concept of participation • considered the different levels of participation represented in the 'Ladder of Participation' • considered participation in relation to YEP activities
Time available	1 hour 45 mins
Materials	Handouts 9.1(citation from the Holy Qur'an on ; 9.2 (Quotations about participation), 9.3 (The Ladder of Participation), 9.4 (YEP and Participation)
Trainer/ evaluation notes	

<table>
<tr><th>Stage</th><th>Method</th><th>Interaction</th><th>Session Guide & Content</th><th>Expected output</th><th>Materials</th><th>Time</th></tr>
<tr><td>1.</td><td>Game</td><td>T-WC</td><td>
➢ The trainer greets the participants and explains that before they begin the session on participation, they will review some key words from previous sessions.
➢ Game- Bingo.
➢ Trainer writes these words on the board: Consultation, mobilisation, inclusion, prioritisation, challenge, solution, analysis, problem, implementation, initiative, assistance, democracy, resource, capacity, contribution.

The trainer draws a grid like this:
<table>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
and asks participants to copy it, and fill in each square on their own grid with a word from the list above.
➢ The trainer gives definitions for the 15 words at random.
➢ When the participants recognize the word, they cross it off.
➢ The first person to cross off all their words shouts 'bingo'!
➢ This is the winner- the trainer rewards winner with a toffee or something small.
</td><td>Participants will have reviewed key words from previous sessions in the form of a game.</td><td>Whiteboard.</td><td>10</td></tr>
</table>

Trainer Pre- workshop preparation plan.

Before every session, please complete this checklist to make sure you are ready.

Name of trainer: ________________ Session: ____________________

TASK	Completed	Not completed
1. I have read, understood and planned for the content of the session.		
2. I have thought about any possible problems with the session and planned a solution.		
3. I have prepared all handouts for all parts of the session the day before the workshop.		
4. I have checked the room at least 30 minutes before the workshop, that it is clean, tidy, and arranged how I want it.		
5. I have checked that there is paper, flipchart paper, pens, board cleaner and everything else I need.		
6. I have arranged break and lunch times with the logistics and have planned my session timing accordingly.		
7. I have a list of participants' names and an attendance sheet.		
8. Anything else?		

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
2.	Introduction to workshop	T-WC	➢ The trainer states the title and aims of the workshop (these can be written on the whiteboard beforehand or on a flipchart)	Trainer introduces title and aims of workshop	Whiteboard, pens, flipchart	5
3.	Reading, discussion	P P-WC	➢ Trainer gives participants handout 9.1; (citation from Qur'an/Hadith concerning participation) ➢ Trainer asks participants to read and discuss what the citation means to them.	Participants will have read and discussed the meaning of the citation.	9.1 (citation from Qur'an about participa-tion)	15
4.	Reading, discussion, ranking	T-WCs P-P P-WC	➢ Trainer distributes handout 9.2 (quotations) ➢ The trainer says 'You have come across the concept of *participation* in PLAP; we are now going to look at this concept in relation to the YDP and the Self Initiative Projects'. ➢ Trainer asks participants to read some different quotations about participation. ➢ The trainer asks them to work in pairs, ranking them in the order of importance they both agree on. ➢ Trainer asks volunteers to explain their favourite quotation and why they have ranked the quotations in the order they have chosen.	Participants will have considered different aspects of participation.	Handout 9.2 (Quotations about participa-tion)	20
5.	Discussion	Grps	➢ The trainer now puts participants to work in groups of 4/5 and to come up with a view of participation in their own words. ➢ Trainer now asks groups to present their own view of youth participation to the whole class.	Participants will have internalized the meaning of participation by formulating it in their own words	None	15

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
6.	Discussion/ matching	Grps Ps-WC	➢ The trainer tells participants "There are different levels of participation and this can be seen through the 'ladder of participation'. Different levels of participation may be appropriate to different situations; in YEP we want to achieve the highest levels." ➢ The trainer distributes handout 9.3 (The Ladder of Participation) and tells participants to look at the picture and decide what the different levels represent. ➢ After allowing the participants to work on the task for 20 mins, the trainer does feedback. ➢ The trainer tries to elicit from participants that at the bottom rung, the youth are passive, and this progresses in various levels of involvement until the top rung; where the youth are involved in initiating the ideas and implementing the activities themselves.	Participants will work together to match the activities according to each stage	Handout 9.3 (The Ladder of Participa-tion)	20
7.	Discussion/ Present-ation	T-WC Grps	➢ The trainer asks participants to now consider different levels of participation and how they relate to YEP activities. ➢ Trainer divides participants into groups and gives each group handout 9.4(YEP, SIPs etc) ➢ Trainer tells participants to look at the YEP activities and consider how they can achieve as high a level of participation from the youth as possible. They should make notes for each activity. The first has been done as an example.	Participants will have considered youth participation and how It should be incorporated into the activities of YEP.	Handout 9.4 (YEP, SIPs and Participa-tion)	30

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
8.	Summary	T-WC WC-T	➢ The trainer asks one of the participants to summarise the content of the workshop, answers any questions and closes the session.	Participants will have summarised the session's most important points.	None	5

9.1 Quote from the Hadith on Participation

In the course of prophetic mission of Mohammad (Peace be Upon Him), all the aristocrats of that time wanted to repair the Ka'aba.

After reconstruction of the Ka'aba they wanted to put the Haja-ul-Aswad Holy Stone back to its place. Since putting the holy stone in its place was a great honor and each of the aristocrats of Ka'aba wanted to take this pride, a dispute escalated among them. Finally they decided that they would accept the decision of the first man who would enter the Ka'aba.

The first person entering the Ka'aba was Mohammad (Peace be Upon Him). He was asked to judge.

He spread a cloth and put the stone inside it and asked all the aristocrats to take the cloth by its corners and to thus put the holy stone back in its place. They did so, and this way the problem was solved between them.

9.2 Quotations on the Definition of Participation

Have a look at the following quotations and choose the one you think is the best explanation of participation. Be prepared to explain why you like it.

1.An essential aspect of participation is that people are free to involve themselves in social and developmental processes and that the individual's involvement is active, voluntary and informed.[1]

2."(participation is) the process of decisions which affect one's life and the life of the community in which one lives"[2]

3.Deep participation involves young people experiencing elements of citizenship and democracy in their everyday lives, in real and holistic situations with meaningful outcomes or actions.[3]

4.Youth participation involves young people in the decisions that affect their lives. It includes numerous and diverse activities such as forming committees and holding meetings, lobbying decision-makers and policy-makers.[4]

5.Meaningful youth participation occurs when young people are actively involved in programme decisions, design and implementation. [5]

6. Youth participation is about creating an environment where youth work in partnership with adults with mutual respect and understanding. [6]

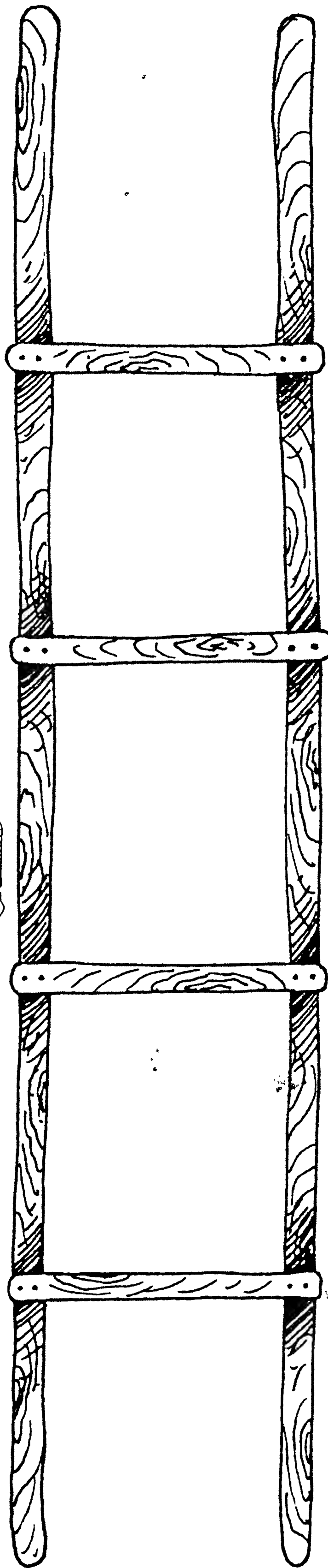
7.Youth participation is also regarded as a democratic process in which young persons challenge society to bring about changes, either by formal or informal means. [7]

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[1] Commonwealth Secretariat, 2005. *Participation in the 2nd Decade of Life: What and Why?* London: Commonwealth Secretariat.
[2] Hart, R., 1992. "Children's Participation: form Tokenism to Citizenship." *Innocenti Essays.* Florence: UNICEF.P.5.
[3] (adapted from) Wilson, S., 2000, "Schooling for Democracy" *Youth Studies Australia. 19 (2)* Pp 25-31.
[4] Checkoway,B., 1992. *Adults as Allies.* Michigan: School of Social Work, The University of Michigan.
[5] McCreary Centre Society, 2002. *Why is Youth Participation Important?* Vancouver: The McCreary Centre Society.
[6] McCreary Centre Society, 2002. *Why is Youth Participation Important?* Vancouver: The McCreary Centre Society.
[7] www.inpetto-jeugddienst.be/Engels/participation

9.3 The Ladder of Participation













The Ladder of Participation adapted from Westhorp, G 1987 and Hart, R., 1992 (see bibiliography)

9.4 Aspects of the YDP and Self Initiative Projects and how they relate to Participation

Look at each of the YEP activities. Think of the ways these can achieve a high level of participation from the youth. The first one has been done for you.

No	YEP Activity	How to Achieve a Good Level of Participation
1.	Local Youth Council Meetings	➢ Agree on an agenda in consultation with all council members beforehand ➢ Ensure everyone's view is listened to in meetings ➢ Record points of view and individual's suggestions fairly in the meeting minutes ➢ Decisions made in the Local Youth Council meetings must be agreed by the majority of those present in the meeting
2.	Practice Service Activities	
3.	Youth Development Plan	
4.	Self Initiative Projects	
5.	Youth Representation at District Level	
6.	Youth Representation at Provincial Level	
7.	Youth Representation at National Level	

SESSION 10
Social Inclusion and Gender

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	By the end of the session participants will have been introduced to fundamental issues of social inclusion and gender so they are observed by youth during YEP activities.
Objectives	Participants will be able to • Explain the concept of gender and to distinguish between sex and gender • Analyse the factors causing gender issues • Explain or describe gender balance in the YEP activities
Time available	2 hours 15 minutes
Materials	Handouts 10.1(citations from the Holy Quran & the Hadith); 10.2 (Definition of Sex); 10.2 (Definition of Gender); 10.3 (Definition of sex); 10.4 (statements) 10.5 (Factors influencing gender) 10.6, (The difference between gender bias & discrimination) 10.7,10.8 10.9 (Case studies) 10.4 (Gender balance)
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Introduction to workshop	T-WC	➢ The trainer states the title and aims of the workshop (these can be written on the whiteboard beforehand or on a flipchart)	Participants will have been introduced to the title and aims of the workshop	Whiteboard.	5
2.	Reading. elicitation	T-WC P WC-T	➢ The trainer distributes handout 10.1 – (citations from the Holy Qur'an on the role of men and women) ➢ Trainer asks participants to read the citations and elicits their ideas on its meaning.	Participants will have read and discussed citations from the Holy Qur'an on the role of men and women	10.1(Citations from the Holy Qur'an & Moh'med)	15
3.	Reading, discussion, eliciting	T-WC P-WC P	➢ The trainer elicits ideas about gender from participants. ➢ The trainer distributes blank sheets for eliciting participants thoughts on the differences between 'sex' and 'gender' ➢ The trainer gives the participants a few minutes to discuss these two concepts and then elicits their ideas on the differences between them. ➢ Trainer distributes handouts 10.2 and 10.3 and the participants compare with the handout. ➢ Trainer distributes Handout 10.4 and asks participants to read the statements and consider if they are related to either sex or gender ➢ Trainer then does feedback with the WC to consolidate their ideas	Participants will have analysed the difference between sex and gender	10.2 (Definition of Sex); 10.2 (Definition of Gender); 10.3 (Definition of sex); 10.4 (statements)	30

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
4.	Reading, eliciting, discussion	T-WC WC-T	➢ The trainer distributes handout 10.5 and asks participants to consider the factors which determine the roles of men and women, boys and girls, in society (religion, culture, politics, economy, society, position, age) ➢ Trainer elicits their ideas about how these aspects have an effect on their lives in terms of gender.	Participants will have considered the aspect of gender and their roles	10.5 (Factors influencing gender	20
5.	Categoris-ation discussion	T-WC	➢ Trainer elicits the difference between gender discrimination and gender bias. Handout 10.6 ➢ Trainer puts participants into 3 groups and gives a case study to each one- handouts 10.7, 10.8 and 10.9 ➢ Trainer asks participants to read the case study and decide which category the case study relates to: Gender discrimination, or gender bias, or gender cruelty.	Participants will have considered the difference between gender discrimination gender bias, and gender cruelty through case studies	10.6, (The difference between gender bias & discrimin-ation)10.7, 10.8 10.9 (Case studies)	30
6.	Discussion	T-WC Grps	➢ Trainer now distributes handout 10.10. ➢ Trainer asks participants to consider gender balance in relation to YEP activities and how they will address it: ➢ E.g. • the Youth Councils • Youth Development Plan • Self Initiative Projects • District and provincial level representation • National youth federation	Participants will have considered gender balance relates to their YEP activities	10.4 (Gender balance)	20

YEP TRAINER SELF-ASSESSMENT TOOL

1- poor 2 – average 3- good 4- very good 5-excellent

Management						
1	Organization of training environment (chairs, cleanliness, etc.)	1	2	3	4	5
2	Organization of equipment and training materials	1	2	3	4	5
3	Motivation and attention level of group	1	2	3	4	5
4	Good time management (not too long, not too short)	1	2	3	4	5
5	Enough time for prayers and recess	1	2	3	4	5
6	Punctuality (training started and closed on time)	1	2	3	4	5
Personal Conduct						
1	Positive presence and appearance	1	2	3	4	5
2	Appropriate and clear language	1	2	3	4	5
3	Seems to enjoy training	1	2	3	4	5
4	Responsiveness and friendliness	1	2	3	4	5
5	Use of praise and encouragement	1	2	3	4	5
6	Good active listener	1	2	3	4	5
7	Encouragement of less active participants to participate	1	2	3	4	5
8	Eye contac	1	2	3	4	5
9	Considerate of knowledge and expertise of the trainees	1	2	3	4	5
Subject Expertise						
1	Deep knowledge of the subject	1	2	3	4	5
2	Practical subject competence	1	2	3	4	5
3	Ability to improvise and change plan when it is not working	1	2	3	4	5
4	Ability to make subject relevant to the experience of trainee	1	2	3	4	5
Used Training Methods						
1	Introduction of Subject	1	2	3	4	5
2	Use of variety of training materials	1	2	3	4	5
3	Use of practical examples where possible	1	2	3	4	5
4	Visual aids (clear and attractive)	1	2	3	4	5
5	Visual aids (effective use)	1	2	3	4	5
6	Lectures are kept brief and participatory	1	2	3	4	5
7	Frequent group work	1	2	3	4	5
8	Use of questions	1	2	3	4	5
9	Checked for understanding	1	2	3	4	5
10	Encouraged discussions about applicability of training content	1	2	3	4	5
11	Encouraged discussions about empowerment objectives	1	2	3	4	5
12	Reinforcement of key points	1	2	3	4	5
13	Summary of key points at the end	1	2	3	4	5
14	Linked topics into previous and next session	1	2	3	4	5

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
7.	Summary	T-WC WC-T	➢ Trainer asks participants to summarise key points of the session, answers any questions and closes the session.	Participants will have summarised the session's most important points.	None	5

10.1. The Role of Women from the Islamic point of view

The Holy Prophet Mohammed (PBUH) said: son is the gift of god and daughter is the mercy of god.

Individual responsibilities of men and women

- Performing all Islamic obligations and duties: e.g. reciting Kalema, performing prayer five times a day, fasting during Ramadan, paying Zakat (donation), and pilgrimage are all equal obligations on men and women which by it self shows man and woman equity.
- The noblest of you in the sight of Allah is the best in conduct (Al Hujarat 49:14)
- And whoso doeth good works, whether of male and female, and he (or she) is a believer, such will enter to paradise and they will not be wronged the dint in the date stone. (Sura: Annesa 4:124)

Education:

Islam has obliged gaining education on all Muslims (male and female) so that they can know their responsibilities and serve their communities.

- The verse Iqra (read) tells humans to read.
- Gaining education is obligatory for every Muslim male and female (quotation of the Holy Prophet)
- Gain education even if its in china (quotation of the Holy Prophet)

10.2. The Definition of 'Sex'

- It is a biological concept
- It is a gift of God
- It is assigned from the time of creation

So

Not changeable

Example

Only women can deliver children
Only men can have beards and a moustache

10.3. The Definition of 'Gender'

- It is a social concept
- It is assigned from the community
- It does not remain static

So

It is changeable

Example

Women can cultivate as men can.

10.4 Statements on sex or gender

Which of these statements relates to gender and which to sex?

1-Education of girls is not efficient.
2- Men are unkind.
3-Girls are beautiful and boys are able.
4-Men can not bear children.
5-Construction work is just done by men
6-Their will be a kind of chary in men sound in adolescence
7-The women are interested in spending their time gossiping and wasting time.
8-In agricultural work women are paid only 40- 60 percent of men's salary.
9-The main goal for girl is to keep the house looking nice.
10-Look like each other.
11- Men have beards and moustaches.
12-Women are more patient than men.
13-Girls do not like playing and running around.
14- Men are not afraid of anything.
15-Boys are better at science than girls.
16-Educated girls can not keep their house in good order.
17- Women can feed their children their own milk, but men only can feed from a bottle.
18-Men are silent by nature.
19- Men naturally do heavy and hard jobs or work.
20- Looking after parents in old age is the task of sons.
21-Women are careless in spending money.
22- Men can never be good cooks.
23-Men can be good doctors and engineers.
24-Men work for a longer time and they do more responsible work than women.
25-There was a case of a girl who was a high achiever at school; people thought she was actually a boy because her marks were unbelievably high.
26-Under achievement of male children is more common than in female children.
27- A girl is always a guest in her parents' house.

10.5. Factors of assignation determining the role of women, men, girls and boys in community.

Religion
Culture
Political
Economical
Society
Position

10.6. Analysing gender:

Gender can be analysed on three levels:

- Gender bias
- Gender discrimination
- Gender cruelty

This assessment will help us to understand the tools and theorems of gender and to know the systematic discrimination of man against woman or woman against man.

Gender bias

Gender bias is the measurable difference in social and economical means between man and woman or between girls and boys. This is not a male and female difference because the difference

Gender discrimination:

Gender discrimination is systematic bias in behaviour and treatments which is given to one gender compared to another. Gender bias are means that do not occur suddenly. Gender bias occur as a result of gender discrimination and discrimination against women and girls may exist at different levels.

Gender cruelty:

Gender cruelty is systematic discrimination of one gender over another for the purpose of privilege. Usually this is under the control and dominance of men to reserve the rights of women. at home, in the community and in government all over the world.
For example: men may claim that the decisions they make are for the betterment of the family, but the main affect of that is having the authority over all resources (property, land, money, livestock, family members, transportation and decision making), while the women play a vital role in gaining such resources.

10. 7 Case study 1: Khure Gul

After Khure Gul's husband died, her brother- in- law didn't want her to remain in his house. So she and her three children went to her father and her two brothers' home. There the village had got damaged from the war, their house was half destroyed and there were mines on part of the land on which grew the remains of the sweet potato crop; they didn't have wheat to eat so their daily meal consisted only of potato.

Khure Gul's daughters were eight and nine, her son was eleven, and her family was preparing for her second marriage. But her children were older now; they didn't like the crowded atmosphere of the family house and Khure Gul was also not happy about her upcoming marriage. But without this she didn't have any other way of supporting herself and her family. She was also aware of the fact that she was relying on her family's charity, because the small income that she had from embroidery and house keeping was not enough to support them. The village people did not want a young and single woman living among them. So she had to forget all her aspirations for an independent life.

Khure Gul had been very happy with her former husband – he was handsome, strong, and he was very kind to her children. She was nervous about her new husband because she heard that he was an unkind man. He had lost his first wife at the time of delivery - apparently when she was in pain he didn't take her to the doctor. He had land and he wanted to have a son. He lived in a big house with his family and two brothers very far from Khure Gul's house- there were very many children there and it would be hard to live among them –Khure Gul was afraid that her new husband and his family would not let her children live with them. Eventually her brother said to her son that he would send him to an orphanage and he teased him that he would study there- but Khure Gul wanted to keep her son with her because he was like his father and she felt safe beside him. Khure Gul was told that her new family tasks would be harder but her new husband was rich and a useful relation to have, so therefore maybe it was a good thing if their marriage was organised. If her son went to live in the city she would rarely see him, but if he stayed with her and the new family that could be harder for him... what should he do?

10.8 Case Study 2: Age/Sex disparity

This 1997 population survey by UET / UNICEF shows the sex and population disparity between males and females in hundreds in different provinces of Afghanistan.
What conclusions can you draw from the information in this chart?

Age	Herat		Jalalabad		Kabul		Kandahar		Mazar		Total	
	male	female	male	female	male	female	male	female	male	female	969	968
Less than one year	141	139	140	133	164	151	130	127	394	395	4940	4729
1-4 years	699	663	806	793	973	940	782	723	1680	1610	11175	10645
5-14 years	497	1385	1931	1882	337	2311	174	144	3632	3620	13330	14118
15-49 years	693	778	2094	2116	238	2750	2611	2361	4546	5113	2484	1658
50-64 years	303	220	363	254	496	284	431	315	891	585	1131	471
65 years	146	56	176	63	215	58	191	71	403	223	32566	32566
Total	4479	4241	510	5241	6607	6494	5887	5044	11546	11546		

(Statistics taken from UNICEF 1997 studies of male and female age disparity)

10.9 Case Study 3

In handicraft design from 1975 to 1976 there were equal salary and rights in government offices for men and women; however the informal sector paid a lower salary to female workers.
In spite of that, some private companies offered equal amounts of work in theory, but in practice they did not offer the same conditions for men and women.
E.g. Female ceramic makers who had experience in making cups and teapots but they work twice as long in order to earn the same salaries because their knowledge is considered less expert than men. Some women take jobs which have a lower salary because these jobs have shorter working hours and therefore they have time to look after their children.

Companies	**All employees**	**Female employee**	**Female percent**
Making kilim	72,600	67,085	92,4
Making small kilim	11,814	10,803	91,3
Making derby	1,589	751	47,3
Making carpet	3,699	42	1,1
Making fur	3,117	114	3,7
Making ceramics	27,657	27,524	99,4
Needle work	456	-----	-----
Making knives	531	113	21.3
Cashmere making	1.952	72	3.7
Sackcloth making	6.051	1.847	30.5
Hat sewing	1.990	1.595	80.2
Cap and bag making	5.057	4.377	86.6
Total	136.541	114.303	8307

(Study of male and female percentages of workers in x, 1975-1976)

10.10 Definition of Gender Balance:

When the social and political conditions of men and women are designed equally it is said that a gender balance exists. Gender balance should be formalised as policy and applied locally for a complete political and social gender balance. This should comprise:

- equality in the eyes of the law and in terms of employment
- equal representation in government.
- the ability to influence political policy through pressure groups/ civil society affairs
- equal access to educational degree and accomplishment
- equal access to health and provision in old age

Youth Empowerment Programme
Timetable for Sessions- Module Two (Youth Development Planning)

Training Goal: *At the end of this module participants will have been introduced to problem analysis, prioritisation and solving, and will have practiced planning for the Youth Development Plan and implementation of the Self Initiative Projects.*

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8.00- 10.30	**Session 1** Review of Module One & introduction to Module Two	*Reflection* **Session 4** Problem analysis	*Reflection* **Session 7** Dream map	*Reflection* **Session 10** Social Inclusion & Gender	*Reflection* **Session 13** Youth Self- Initiative Projects-2
10.30 – 10.45	**Tea break**				
10.45 – 12.30	**Session 2** What is the YDP?	**Session 5** Problem prioritisation	**Session 8** Consultation	**Session 11** Documentation	**Session 14** Review & logistics
12:30 – 1.30	**Lunch break**				
1:30-4:00	**Session 3** Community Social Map	**Session 6** Problem solving strategies	**Session 9** Participation	**Session 12** Youth Self-Initiative Projects-1	**Session 15** • Action Planning • Evaluation and Wrap up

SESSION 11
Documentation

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	By the end of the session participants will have been familiarised with the documentation necessary for meetings and other activities in order to keep clear, transparent records.
Objectives	Participants will have been • familiarised with the format for documents for the Local Youth Councils(meeting minutes, public notices, project progress reports, visitor's record) • familiarised with the reasons and regularity for providing these records
Time available	1 hour 55 mins
Materials	Handout 11.1, (Citation from the Holy Qur'an), 11.2 (sample meeting agenda & minutes form), 11.3 (blank meeting agenda & minutes form) flipchart prepared with blank minutes form, 11.4, template for public notice board announcements; 11.5 record of visitors form; 11.6, (Progress on Self Initiative Projects form sample), 11.7 (Progress on Self Initiative Projects form blank)
Trainer/ evaluation notes	

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Introduction to workshop	T-WC	➢ The trainer states the title and aims of the workshop (these can be written on the whiteboard beforehand or on a flipchart)	Participants will have been introduced to the title and aims of the session.	Whiteboard.	5
2.	Hangman game	T-WC WC-T	➢ The trainer draws these spaces on the board: _ _ _ _ _ _ _ _ _ _ _ _ and plays 'hangman' with the participants: ➢ 2 teams; each team takes it in turn to guess what letters might be in the word until a team can guess the word. (the word is transparency) ➢ The trainer does the same _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _(the word is accountability) ➢ The trainer elicits the meaning of these two words and why they are important principles to consider when keeping documentation for the project.	Participants will have reviewed the meanings of transparency and accountability in order to apply these principles to the documentation required in the project	Whiteboard, pens	10
3.	Reading, discussion	T-WC WC-T	➢ Trainer distributes handout 11.1 and asks participants to read and consider the citation in relation to the YEP project documentation. ➢ Trainer elicits participants' ideas on the citation.	Participants will have read and considered a citation from the Holy Qur'an on accountability and transparency	Handout 11.1 (citation from the Holy Qur'an on account-ability and transpar-ency	15

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
4.	Reading, questions and answers	P P-WC	➢ The trainer says "You will have already started having your local council meetings. At these meetings it is important to record events and decisions that are made. You can keep a record of meetings in the form of minutes." ➢ Trainer distributes handout 11.2 &11.3 (sample& blank minutes format) ➢ The trainer checks understanding of the various headings by asking questions e.g.'What is an agenda? (answer= the meeting's points to be discussed) What do we report from cluster level meetings? (answer = we report back the information the Local Youth Council members have passed on at cluster level e.g. learning encounters)	Participants will have read and discussed the format for minutes	Handout 11.2, (sample minutes format) and 11.3 (blank minutes format)	15
5.	Game- fill in the blanks	T-WC Grps	➢ Trainer says "Now you have looked at the minutes form, we will check your understanding of it by filling in this blank form" ➢ Trainer divides participants into 4 groups and gives each group a board pen. ➢ The trainer asks what each of these blanks represents. If they know the answer, participants raise their hand, then come and write the correct heading in the appropriate place. ➢ Trainer awards one point for each correct answer.	Participants will have checked their understanding of the format of the minutes form.	Flipchart prepared with blank minutes form, no headings	15

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
6.	Reading discussion	T-WC WC-T	➢ Trainer asks participants if they have any public space to put a record of their council meetings and activities. ➢ Trainer tells participants that if they do not have one yet, they should agree on a suitable place (e.g. on the mosque wall) at their next council meeting. ➢ Trainer distributes handout 11.3; (template for public notice board announcements.) Trainer asks participants to read and answers any of their queries about the sample format. ➢ Trainer tells participants this should be updated monthly.	Participants will have been familiarised with the format for public notice board announcements	Handout 11.3, (template for public notice board announce-ments)	15
7.	Reading/ Discussion	T-WC Grps Grp-WC	➢ Next trainer distributes handout 11.4, (record of visitors). ➢ Trainer elicits why it is necessary to record the attendance of people who visit the Local Youth Councils (for monitoring and evaluation purposes) ➢ The trainer elicits who might visit (PCs, LYCs, YEP Project team, donors etc) ➢ The trainer asks who needs to keep this record (the secretary can record the details but it is the duty of all council members to update the council secretary) ➢ Trainer elicits the differences between 'reason for visit' and 'outcomes' with examples from the participants. ➢ Trainer tells participants that this form should be updated with each visitor.	Participants will have been familiarised with the visitor's record form.	Handout 11.4 (record of visitors).	15

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Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
8.	Reading, discussion	T-WC WC-T	➢ Trainer distributes handouts 11.6 &11.7 (sample of progress on self-initiative projects) ➢ Trainer elicits reasons why a progress report needs to be kept for these self- initiative projects (so that Local Youth Councils are well organised and so monitoring of activities is clear for any visitors, Provincial Co-ordinators and Local youth Co-ordinators) ➢ Trainer tells participants that this form should be updated every month, or after every Local Youth Council meeting.	Participants will have summarised the session's most important points.	Handouts 11.6 (sample of progress on self-initiative projects) and 11.7 (blank progress on self-initiative projects)	15
9.	Summary	T-WC	➢ Trainer checks that participants are clear which documents to use and how often, during the course of the YEP, by asking participants to summarise what they have learned about documentation.(this can be done in the form of a quiz if the trainer wants) ➢ Trainer answers any final questions.	Participants will have summarised the necessary documents for YEP presented in this session.	None	10

11.1 Citation from the Holy Qur'an concerning transparency and accountability

Oh ye who believe! When ye deal with each other, in transactions involving future obligations in a fixed period of time, reduce them to writing- let a scribe write down faithfully as between the parties:

Al Baqara Ayah 282 Qur'ân

11.2 LYC Meetings Agenda and Minutes Format

SAMPLE

Date: 25/4/2007 **Meeting #** 2 **Council:** Paghman, Cheshme Bulbul

- **Opening Prayer**
- **Review of the minutes prepared by the LYC Secretary at previous meeting**
- **Review of cluster level meetings**
- **Other topics to be discussed:**

	Agenda	Allotted Time
1	Place for public noticeboard	15 minutes
2	Self Initiative Projects update	25 minutes
3	Entertainment for next meeting	20 minutes
4	—	
5	—	
6	—	

- **Next LYC Meeting:** 25/5/2007

- **Closing Prayer**

Date: 25/4/2007 Meeting # 2 Council: Paghman, Cheshme Bulbul
Names of LYC Members attending: Ghotai, Zolaykha, Gulalai, Sohaila, Laila, Fatima, Qudsia, Aysha, Maryam, Sahar, Farzana, Simin, Nafisa, Sharifa, Spozhmai, Helena, Safia, Neelab, Sahar
Names of LYC Members absent: Sahera
Names of Invited Guests: None
1st Agenda Item: Place for public notice board **Decision:** To put all YEP LYC notices on the mosque wall. Person Responsible for Implementation/Follow-Up: Sharifa
2nd Agenda Item: Self Initiative Projects update **Decision:** All projects updated. Secretary to record progress on appropriate form and keep in file. Person Responsible for Implementation/Follow-Up: Sahar (secretary)
3rd Agenda Item: Entertainment for next meeting **Decision:** Nafisa and Safia will sing a song Person Responsible for Implementation/Follow-Up: Nafisa and Safia
Other Issues Discussed Cluster meetings update
Date & Venue of Next Planned Meeting: 25/5/2007
Chairperson Signature: [signature] **Secretary Signature:** [signature]

11.3 LYC Meetings Agenda and Minutes Format

Date: ____________ Meeting # ______ Council: ____________________________

- Opening Prayer
- Review of the minutes prepared by the LYC Secretary at previous meeting
- Review of cluster level meetings
- Other topics to be discussed:

	Agenda	Allotted Time
1		
2		
3		
4		
5		
6		

- Next LYC Meeting:

____

- Closing Prayer

Date: ______ Meeting # ______ Council: ______
Names of LYC Members attending:
Names of LYC Members absent:
Names of Invited Guests:
1st Agenda Item: ______ ***Decision:*** ______ ______ Person Responsible for Implementation/Follow-Up: ______
2nd Agenda Item: ______ ***Decision:*** ______ ______ Person Responsible for Implementation/Follow-Up: ______
3rd Agenda Item: ______ ***Decision:*** ______ ______ Person Responsible for Implementation/Follow-Up: ______
Other Issues Discussed
Date & Venue of Next Planned Meeting:
Chairperson Signature: ______ **Secretary Signature:** ______

SESSION 1
Introduction

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	Participants will have reviewed Module One and been introduced to Module Two in order to understand the main topics and themes of the new module.
Objectives	By the end of the session participants will have • reviewed Module One's main concepts • received an overview of Module Two • shared experiences and feedback from Module One
Time available	2 hours 20 mins
Materials	Handouts 1.1(Find someone who), 1.2 (learner contract) Stationery pack, flipchart paper, board pens 1.3 (Timetable of Module Two)
Trainer/ evaluation notes	

11.4 Template for public notices announcements

The Public Notice Board is the Symbol of Transparency and Accountability of an LYC. On the Public Notice Board, the LYC informs interested community members about upcoming events, and decisions made by the LYC.

LYC / Community News (covering the period from __________ until __________)
Upcoming Events Date and Time: ____________________ Type of Meeting: ____________________ Date and Time: ____________________ Type of Meeting: ____________________ Date and Time: ____________________ Type of Meeting: ____________________ Date and Time: ____________________ Type of Meeting: ____________________
LYC Decisions (as per last meeting[s]) Decision #1: ______________________________ ______________________________ Decision #2: ______________________________ ______________________________ Decision #3: ______________________________ ______________________________ Decision #4: ______________________________ ______________________________

11.5 Record of visitors to Local Youth Councils (blank)

Date	Name of visitor	Position & organisation	Reason for visit	Outcomes	Signature

116 Progress on Self Initiative Project Activities to Date – SAMPLE

Date	Project title	Project Status (in progress, pending, stopped)	Progress	Remarks
17/5/2007	Basic Literacy Course	in progress	• students informed about class • venue ready for first class	Good response from community
17/5/2007	Stop Plastic Bags	in progress	• council members collecting info • Maryam almost finished pictures	–
17/5/2007	Youth Group	pending	• group activities to be discussed next LYC meeting	–

11.7 Progress on Self Initiative Project Activities to Date (blank)

Date	Project title	Project Status (in progress, pending, stopped)	Progress	Remarks

SESSION 12
Self-Initiative Projects (1)

Participants	Provincial Co-ordinators, Local Youth Co-ordinators, Local Youth Council Members
Aim	By the end of the session participants will have completed the first step of planning for the Self Initiative Plans; resource assessment, in order to move on to the second stage.
Objectives	Participants will have • read and discussed a sample Community Resource Assessment Plan • analysed and recorded the community resources necessary for implementing their own Self Initiative Projects
Time available	1 hour 45 mins
Materials	List of projects from YDP; Handouts 12.1(Quotation from the Holy Qur'an); 12.2 (Sample of Resource Assessment Form), 12.3 (Blank Resource Assessment Form)
Trainer/ evaluation notes	

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Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Introduction to workshop	T-WC	➢ The trainer states the title and aims of the workshop (these can be written on the whiteboard beforehand or on a flipchart)	Participants will have been introduced to the title and aims of the session.	Whiteboard.	5
2.	Lecturette	T-WC	The trainer tells participants: "Later, In Module Five, you will plan your own project and seek outside assistance for it, in terms of funding or training. Now, you are going to get the experience of planning and implementing your own 'self initiative' project, and mobilising support from your own community members. You will begin the planning process by thinking about the resources needed "	Participants will have been introduced to the purpose of the first planning stage.	Whiteboard, pens, flipchart	5
3.	Reading, discussion	P P-WC	➢ The trainer distributes handout 12.1, quotation from the Holy Qur'an about co-operation. ➢ The trainer asks: "What does this quote teach us? ➢ How does this quote relate to the requirement of carrying out Community Self-Initiative projects?"	Participants will have discussed the applicability of Qur'anic quotes for community self-initiative projects	12.1 (quotation from the Holy Qur'an)	15
4.	Reading/ questions and answers	T-WC P T-WC	➢ Trainer distributes handout 12.2 (Sample of Resource Assessment Form) as an example of a problem that has been analysed in terms of resources needed. ➢ The trainer gives participants time to read it and then checks that participants have read and understood the handout by asking the following questions:	Participants will have read and answered questions about a sample resource assessment handout.	Handout 12.2 (Sample of Resource Assessment Form)	15

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
		WC-T	➢ 1. Are all of the problems easy to address without outside support? 2. How do the solutions mobilise other members of the youth community? 3. Can all the resources be found among the LYC and the other youth in the community?			
5.	Discussion/ presenta-tion	T-WC Grps Grp-WC	➢ The trainer asks participants to have their list of problems that are possible to solve without outside support ready. ➢ The trainer puts participants in groups and allocates one self initiative project to each group. ➢ The trainer distributes 12.3, (blank resource assessment form) to each group. ➢ The trainer now tells groups to discuss their project and fill in handout 12.3, with the appropriate information. ➢ Trainer then asks each group to present their information to the rest of the class, who are free to ask questions when necessary. ➢ Trainer ensures that participants have a complete record of all projects in their council.	Participants will have analysed the resources necessary for implementing their own various projects.	Handout 12.3 (Blank Resource Assessment Form)	60
6.	Summary	T-WC WC-T	➢ The trainer asks one of the participants to summarise the content of the workshop, answers any questions and closes the session.	Participants will have summarised the session's most important points.	None	5

12.1 Quotation from the Holy Qur'ân

..help ye one another unto righteousness and pious duty. Help not one another unto sin and transgression, but keep your duty to Allah. ..

Holy Qur'ân Al-Mâ'idah 5.2

12.2 Community Resource Assessment Chart – example

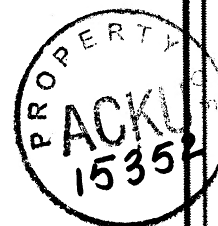
Problem	Project title	Aim	Manpower needed	Other resources required	Time to complete
1. Illiteracy of 16 youth in community	Literacy	To teach numbers 1-100 and the Dari alphabet, plus basic words, to these 16 youth	2 Local Youth Council members prepared to act as teachers	Paper, pens, a board, venue to teach the 16 youth	2 hours a week of lessons, for 20 weeks
2.Plastic bags littering community streets	Stop plastic bags!	To educate people about the problem of plastic bags and reduce the amount of rubbish	All Local Youth Council Members plus other members of youth community to help	None	2 hours a week to explain to community members that plastic bags do not biodegrade and should be recycled & use of them avoided where possible, (training for 3 months)
3. No youth group in community	Youth Club	To provide a focal point for community youth, by organising a chance for youth to meet, do sports and take part in entertainment activities	All Local Youth Council Members plus other members of community to join in	Sports equipment, venue where required	Once a week

12.3 Blank Community Resource Assessment Chart

Problem	Project title	Aim	Manpower needed	Other resources required	Time to complete
1.					
2.					
3.					

Stage	Method	Interaction	Session Guide & Content	Expected output	Materials	Time
1.	Readings, welcome	T-Ps	➢ Workshop is opened by a reading from the Holy Qu'ran ➢ Words of welcome to participants	Participants welcomed. Workshop inaugurated.	Holy Qu'ran	15
2.	Introduction to workshop	T-Ps	➢ The trainer greets the participants, states the title and aims of the workshop ➢ The trainer tells or shows participants the aims of the session. ➢ (these can be written on the whiteboard beforehand or on a flipchart)	Trainer introduces self, title and aims of workshop explained	Whiteboard, pens, flipchart	5
3.	Survey	P-Ps	➢ The trainer says *'Now you have a chance to catch up with the other participants after Module One"* ➢ The trainer distributes handout 1.1. ➢ The trainer tells participants to walk around and ask direct questions to each other about each statement until they get a positive ➢ answer. ➢ They then write the names of the individual next to the statement.	Participants are reminded of each other's names and Module One concepts	Handout 1.1 (Find someone who)	20
4.	Discussion	Grps	➢ Trainer asks participants to recall the learner contract from Module One ➢ Trainer asks groups to fill out a learner contract and compare as a class	Participants recall the last learner contract and redraft a new one	Handout1.2 (Learner contract)	20
5.	Review	T-WCs Grps	➢ The trainer writes these headings on the board: governance, voluntarism, service oriented leadership, elections, peace-building, unity, conflict resolution, peace-building ➢ The trainer puts participants into groups of 4/5	Participants recall key concepts from Module One	none	30

YOUTH EMPOWERMENT PROGRAMME (YEP)

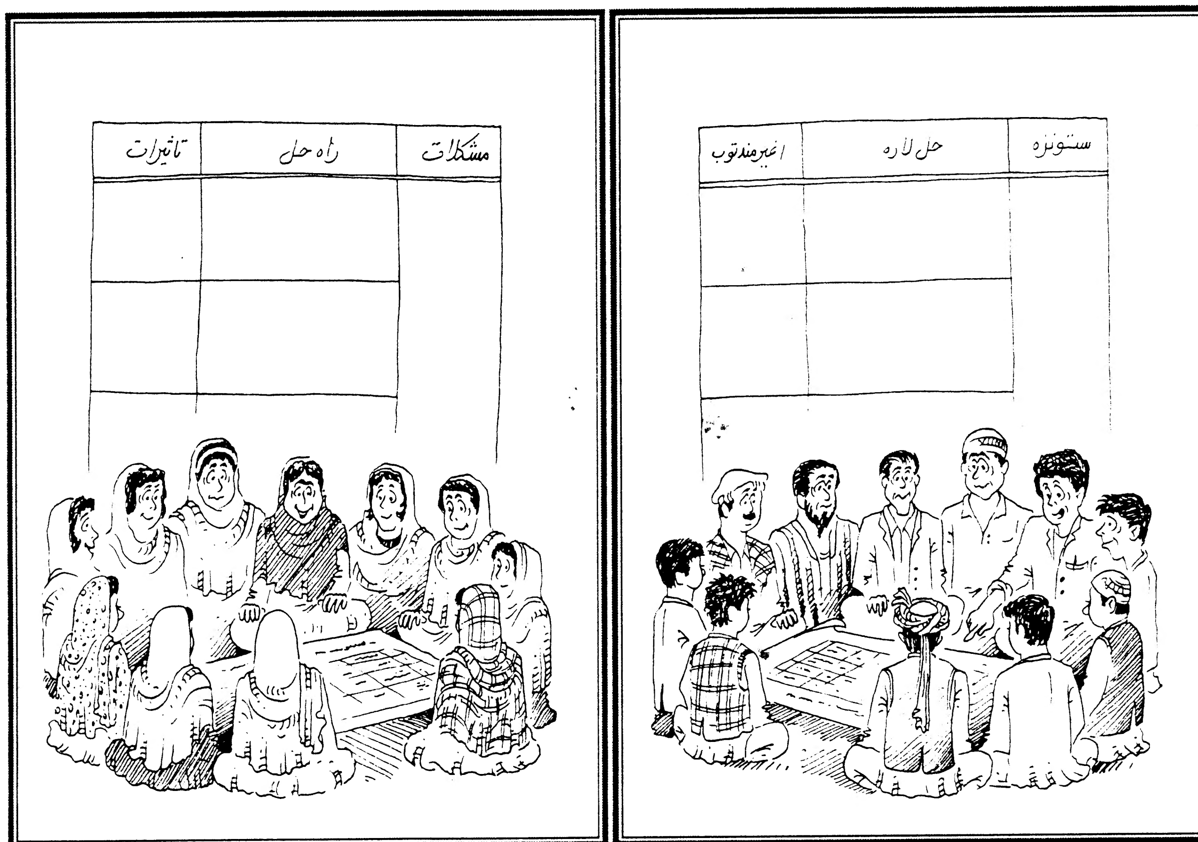


Module Two
Youth Development Planning

Training Manual

(For Provincial Co-ordinators and Local Youth Co-ordinators)
Developed by UN-HABITAT

First Draft (April 2007)



Note: This training manual contains excerpts from the Holy Qur'an. Please make sure that the materials are being protected and not used disrespectfully, or left lying around in untidy places.

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